



# **2007 Lifestyle and Consumer Technology**

## **Intermediate 2**

### **Finalised Marking Instructions**

© Scottish Qualifications Authority 2007

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Assessment Materials Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

**2007 Lifestyle and Consumer Technology  
Intermediate 2**

**Question 1**

1. (a) Explain <b>two</b> functions of fat in the diet.	
<b>Core skills:</b> Recall & use of knowledge	<b>Marks allocation:</b> 2 marks
2 x 1 mark for explanation linked to fat	

<b>Functions of fat:</b>
<ol style="list-style-type: none"> <li>(Concentrated) source of energy.</li> <li>Used for warmth.</li> <li>Excess fat stored as insulating layer (under skin).</li> <li>Provides essential fatty acids.</li> <li>Source of fat soluble vitamins A/D/E/K.</li> <li>Needed for structure of all body cells.</li> <li>Stored round major organs to prevent damage.</li> </ol>

(b) Give <b>two</b> practical ways to reduce fat in the diet.	
<b>Core skills:</b> Recall & use of knowledge	<b>Mark allocation:</b> 2 marks
2 x 1 mark for explanation linked to fat reduction in the diet	

<b>Practical ways to reduce fat:</b>
<ol style="list-style-type: none"> <li>Replace (whole) milk with semi-skimmed/skimmed milk.</li> <li>Replace butter/margarine with low-fat spread.</li> <li>Choose cottage/edam/reduced-fat cheese to replace cheddar/hard cheese.</li> <li>Choose lean meat/cut any extra fat from meat/replace red meat with white meat.</li> <li>Replace high fat snacks, eg crisps, with, eg bread products/fruit.</li> <li>Grill/bake/steam/poach/microwave foods instead of frying.</li> <li>Skim fat from gravy/soups/stews.</li> <li>When frying use a griddle-pan/dry fry.</li> <li>Read labels and choose lower-fat products.</li> </ol>

(c) An office worker is concerned about healthy eating. Study the information about spreads and choose the <b>most suitable</b> spread for him.	
<b>Core skills:</b> Drawing conclusions	<b>Mark allocation:</b> 4 marks
1 x mark for correct choice 3 x 1 mark for appropriate reasons linked to health/office worker	

<b>Correct Choice:</b> <b>D</b>
---------------------------------

<b>Reasons</b>
<b>Energy 1510 kj</b>
<ol style="list-style-type: none"> <li>Lowest in energy, which is good as he may not be active.</li> <li>Lowest in energy so will reduce his risk of overweight/obesity.</li> </ol>
<b>Protein 0.1g</b>
<ol style="list-style-type: none"> <li>(Energy gained from) very small amount of protein so will not contribute to his risk of overweight/obesity.</li> </ol>

**Fat – Total fat = 38.0g                      Saturated fat = 9.3g**

1. Lowest in total fat/saturated fat, so may help him meet dietary target to reduce total fat intake/good as he is concerned about his health.
2. Lowest in total fat/saturated fat, so may reduce his risk of CHD.
3. Lowest in total fat/saturated fat, so may reduce his risk of overweight/obesity.

**Sodium 0.6g**

1. One of the lowest in sodium so may help him meet the dietary target to reduce salt intake/good as he is concerned about his health.
2. One of the lowest in sodium so may reduce his risk of high blood pressure.

**Carbohydrates/Sugar 1g**

1. Second lowest in sugar which is good as he may not be active.
2. Second lowest in sugar so may reduce risk of overweight/obesity.
3. Second lowest in sugar so may reduce his risk of dental caries.
4. Second lowest in sugar and he is concerned about healthy eating.
5. Second lowest in sugar so may help him meet the dietary target to reduce sugar.

- (d) Other than spreads,  
(i) Give **two** food sources of saturated fat  
(ii) Give **two** food sources of unsaturated fat.

**Core skills:** Recall & use of knowledge

**Mark allocation:** 2 marks

2 x ½ mark for sources of saturated fat

2 x ½ mark for sources of unsaturated fat

(i) **Sources of saturated fat:**

1. Milk/cheese.
2. Butter.
3. Cream.
4. Meat/poultry.
5. Lard.
6. Baked foods/pastry.
7. Egg (yolk).

(ii) **Sources of unsaturated fat:**

1. Olive/sunflower/vegetable/sesame/soya/maize/groundnut oil.
2. Margarine.
3. Nuts.
4. Pulses.
5. Salad dressings.
6. Avocado (pears).
7. Oily fish.
8. Fish liver oils.

(e) Other than following a healthy diet, state **two** lifestyle changes a person could make to improve their health.

**Core skills:** Recall & use of knowledge

**Mark allocation:** 2 marks

2 x 1 mark for each check

**Alcohol consumption:**

1. Avoid/reduce excessive alcohol consumption.

**Exercise:**

1. Take part in a sports activity/exercise regularly.
2. Take stairs rather than the lift.
3. Walk rather than use car/bus.

**Smoking:**

1. Do not smoke.
2. Avoid smoky atmospheres.

**Stress:**

1. Avoid stressful situations.
2. Avoid excessive working hours.
3. Participate in leisure activities/join a club/have a hobby.
4. Take regular holidays.
5. Make time to relax.

**Use of prescription/non-prescription drugs:**

1. Take drugs only as prescribed.
2. Do not take illegal substances.

**Other:**

1. Get adequate sleep.
2. Get plenty of fresh air.
3. Ensure good personal hygiene.
4. Make regular visits to the dentist/optometrist.
5. Make/keep appropriate medical appointments.

## Question 2

- (a) The landlord of a student flat wants to buy a toaster for use in a shared kitchen. Choose **one** of the toasters below and evaluate its suitability for the students.

**Core skills:** Evaluation

**Mark allocation:** 4 marks

4 x 1 mark for points of evaluation linked to needs of the student

### **Toaster A:**

#### **Two-slice toaster**

1. May be too small if the students want to make a number of slices at once.
2. Small so may take the students a long time to cook several slices.

#### **Cool-touch exterior**

1. Good as it prevents students getting burnt.
2. Good as it helps prevent the students from melting plastic bags/bread wrappers (if they are too close to the toaster).

#### **Available in white or stainless steel**

1. Good as it may allow the students to match it with the kitchen/match other appliances.
2. Stainless steel might be less suitable as it might be difficult for the students to keep clean.
3. Restricted colours so may not be able to match students' kitchen/appliances.

#### **5 browning settings**

1. Good as it allows the toast to be as brown/light as students want.
2. Good as each student can get toast as they like it.
3. Only 5 settings so may restrict brownness choice for the students.

#### **Alarm bell**

1. Good as students will know when toast is ready (so can eat it straight away).
2. Good as students can do something else while bread is toasting.
3. May not be suitable as it could disturb other students in the flat.

#### **Bun warming rack**

1. Good as students can use to heat up a variety of buns/breads.
2. Good as can encourage the students to increase intake of bread products.
3. Might not be suitable as students cannot use toaster to toast bread if warming buns/rolls.

#### **Quick reheat button**

1. Good as students can make toast and reheat when needed.
2. Good as students don't have to waste bread/money throwing out toast that has gone cold.

#### **Matching kettle**

1. Good as landlord/students can buy/get kettle to match toaster.

## **Toaster B**

### **Four-slice toaster**

1. Good as they can make enough toast quickly for a (number of) student(s).
2. Good as students can still use as a two-slice toaster if small amounts needed.

### **Cool-touch exterior**

1. Good as prevents students getting burned.
2. Good as it stops students from melting plastic bags/containers if they are too close to the toaster.

### **Stainless steel**

1. Stainless steel might be less suitable as it might be difficult for the students to keep clean.
2. Good as it may fit in with colour scheme of students' kitchen.
3. Restricted colour choice so may not be able to match students' kitchen/appliances.

### **9 browning settings**

1. Good as students can have the toast as dark or as light as they want.
2. Good as browning level can be adjusted to suit each students' tastes.
3. Wide range of settings may not be needed so the landlord may be paying for features which are not used.

### **Electronic countdown timer**

1. Good as students will know when the toast will be ready.
2. Good as students can do something else while toast is cooking.

### **Defrost button**

1. Good as students can defrost bread easily to make toast.
2. Good as it can save the students time waiting for bread to defrost (to make toast).
3. Good as students can use bread from the freezer to save time buying fresh bread.

### **High lift facility**

1. Good as this makes it safer/easier for the students to get toast out of the toaster.

### **Variable width toasting slots**

1. Good as students can use the toaster for a variety of bread products.
2. Good as it might encourage students to try new breads/increase bread intake.
3. Good as it can accommodate a variety of students' likes and dislikes.

(b) Explain **two** ways the Consumers Association could help when choosing a toaster.

**Core skills:** Recall & use of knowledge

**Mark allocation:** 2 marks

2 x 1 mark for explanations

1. Subscribing to/joining Consumers Association/"Which?" magazine would give access to information on toasters.
2. Independent/non-profitmaking organisation so would give an unbiased opinion.
3. Will allow comparison of range/design features/prices of toasters.
4. Tests products for safety so will help choose the safest toaster.
5. Tests products for reliability so will help choose the most reliable toaster.

(c) The following safety labels can be found on toasters. Name and explain the information given by **two** of the following safety labels.  
Number **two** of the boxes to indicate your choice.

**Core skills:** Recall & use of knowledge

**Mark allocation:** 3 marks

2 x ½ mark for names

2 x 1 mark for explanation

**Label A** – British Electrotechnical Approvals Board Mark.

1. Electrical products have been (independently) tested for safety.
2. Shows electrical products meet with both European and international safety standards.
3. Electrical manufacturers can apply for BEAB approval to show products are safe.
4. Used to show safety of electrical products (used at home).

**Label B** – Kitemark/British Standards Institute mark

1. Manufacturers can apply to have this mark on products to show safety/quality/reliability.
2. Mark shows products have been checked (independently) for safety/quality/reliability.
3. Continual checks (for safety/quality/reliability) are made on products which already hold the kitemark.

**Label C** – European Council safety label

1. Shows products meet (minimum) safety standards.
2. CE mark should be in addition to other safety marks.
3. Products meet with European Health and Safety directives.

(d) Study the information about loyalty cards and choose the **most suitable** card for a student who uses a car to go shopping.

**Core skills:** Drawing conclusions

**Mark allocation:** 3 marks

1 x 1 mark for correct choice

2 x 1 mark for explanation linked to the student

**Correct Choice:** C

**Reasons**

**Can be used in this chain of food stores and petrol stations**

1. Student can use card in a number of stores so he will collect more points.
2. Student can also get points for his petrol purchases so he will collect more points.

**Holder must be over 16 years old**

1. Student has car so he is old enough to use this card.

**2 points given for every £1 spent**

1. Student does not need to spend too much money to earn points.
2. 2 points/most points given/£1.00, so he may collect more points.

**Vouchers are sent every 3 months for points gained.**

1. Student will be able to save money on future food bills.
2. Student can save money on petrol as he has a car.

**Bonus points earned for spending over £20**

1. Student may receive more vouchers so saving more money.

**Can use points to get vouchers for money off cinema and bowling tickets**

1. Useful as can save money for student.
2. Good as students could use to give as gifts to others.
3. Useful as can be used to give student time off studying.

### Question 3

(a) Explain how **each** of the following factors influences what we buy.

**Core skills:** Recall & use of knowledge

**Mark allocation:** 4 marks

4 x 1 mark for explanation linked to consumer

#### Advertising

1. May persuade consumers to buy a specific product.
2. Makes consumers aware of new products on the market.
3. May influence consumers to choose a particular product.
4. May persuade consumers that a product is necessary to improve their lifestyle/health.
5. May persuade consumers to choose a premium/poorer quality item.

#### Peer Pressure

1. Consumers (particularly teenagers) may choose items because their friends have them.
2. Consumers may feel pressure put on them by friends to conform to trends.
3. Consumers may choose/avoid particular items/goods/shops as they are/are not perceived as fashionable with peers.

#### Religion

1. Consumers may not buy foods because their religion states that it is forbidden.
2. Certain religions dictate what people should eat on particular occasions.
3. Consumers may choose/avoid items as dictated by their religion.

#### Environmental issues

1. Consumers may be more aware of the environment so may want environmentally friendly products.
2. Consumers may choose products with biodegradable/refillable packaging.
3. Consumers may choose to buy 'green' labelled products.
4. Consumers may choose products which have been produced organically.
5. Consumers may choose to buy cruelty-free products.

(b) A school canteen wishes to extend its range of healthy lunch dishes to include fish pie. Study the information about fish pie ingredients and choose the **most suitable** fish pie for the school canteen to include in its range.

**Core skills:** Drawing conclusions

**Mark allocation:** 4 marks

1 mark for correct choice

3 x 1 mark for reasons linked to health/school canteen

**Correct Choice: B**

#### Salmon

1. Oily fish so helps meet the dietary target eat more oily fish/healthy as school canteen has specified.
2. Contains omega-3 so may help reduce risk of CHD.

#### Broccoli

1. Vegetables help meet the dietary target increase intake of fruit and vegetables/healthy as school canteen has specified.
2. Vegetables may help reduce risk of constipation/digestive disorders/cancers/CHD.
3. Vegetables may help reduce risk of infections.

**Sweetcorn**

1. Vegetables help meet the dietary target increase intake of fruit and vegetables/healthy as school canteen has specified.
2. Vegetables may help reduce risk of constipation/digestive disorders/cancers/CHD.
3. Vegetables may help reduce risk of infections.

**Semi-skimmed milk**

1. Reduced fat so help to meet the dietary target reduce intake of fat/healthy as school canteen has specified.
2. May help reduce risk of obesity/CHD.

**Edam cheese**

1. Reduced fat so help to meet the dietary target reduce intake of fat/healthy as school canteen has specified.
2. May help reduce risk of obesity/CHD.

**Wholemeal flour**

1. Flour helps meet the dietary target of increased intake of TCC/NSP/healthy as school canteen has specified.
2. TCC helps reduce risk of CHD/cancers.

**Potato**

1. Potato helps meet the dietary target of increased intake of TCC/healthy as school canteen has specified.
2. TCC helps reduce risk of CHD/cancers.

**Breadcrumbs**

1. Breadcrumbs help meet the dietary target of increased intake of TCC/bread/healthy as school canteen has specified.
2. TCC helps reduce risk of CHD/cancers.

(c) Explain **two** points to be considered when reheating food to prevent food poisoning.

**Core skills:** Recall & use of knowledge

**Mark allocation:** 2 marks

2 x 1 mark for correct explanation.

1. Foods should be reheated thoroughly/till piping hot.
2. Foods should reach a (core) temperature of 82°C.
3. Reheated food should be eaten immediately/should not be kept hot/warm.
4. Food should not be reheated more than once.

(d) Give **two** reasons why a Trading Standards Officer might inspect food premises.

**Core skills:** Recall & use of knowledge

**Mark allocation:** 2 marks

2 x 1 mark for explanation linked to the school canteen

1. To enforce the Food Safety Act (1990) when it deals with the labelling of food/to ensure food is being labelled correctly.
2. To enforce the Weights and Measures Act (1963)/to ensure weights/scales/measuring rods are accurate/to ensure pre-packed foods are weighed correctly.
3. To ensure all foods are sold in metric weights.
4. To enforce the Trades Description Act (1968).
5. To ensure that labels/descriptions/adverts are not misleading.
6. To deal with complaints about goods and services.
7. To check for counterfeit goods.
8. To ensure that goods sold are safe/not harmful.

#### Question 4

(a) Explain the following stages in Product Development. (i) Concept generation (ii) Drawing up a specification	
<b>Core skills:</b> Recall & use of knowledge	<b>Mark allocation:</b> 2 marks
1 mark for explanation linked to Concept generation 1 mark for explanation linked to drawing up a specification	

<b>Concept generation</b> <ol style="list-style-type: none"><li>1. Helps to establish a gap in the market.</li><li>2. Helps to develop ideas from market analysis.</li><li>3. It is the first stage in the development process for a new product.</li><li>4. Stage where all/new ideas are considered.</li></ol>
<b>Drawing up a specification</b> <ol style="list-style-type: none"><li>1. Describes the exact qualities of the product.</li><li>2. Gives a detailed description of what the product will be like.</li><li>3. Gives the purpose of the product.</li><li>4. Allows the manufacturer to identify constraints.</li><li>5. States production techniques to be used.</li><li>6. States health and safety issues.</li></ol>

(b) A youth group wishes to make and sell cushions to raise funds. Study the information about fabrics below. Choose <b>one</b> fabric and evaluate its suitability for making cushions.	
<b>Core skills:</b> Evaluation	<b>Mark allocation:</b> 4 marks
4 x 1 mark for each of the four points of evaluation	

<b>Fabric A</b> <b>Softness – 4 stars</b> <ol style="list-style-type: none"><li>1. 4 stars/very good rating so may encourage sales for youth group.</li><li>2. 4 stars/very good rating so will make the cushions comfortable.</li><li>3. 4 stars/very good rating may not be good as the cushion might not hold its shape.</li></ol> <b>Range of colours – 2 stars</b> <ol style="list-style-type: none"><li>1. Poor range of colours so may not be able to make the range of cushions the youth group wants.</li><li>2. Poor range of colours so youth group may not be able to meet customer likes.</li><li>3. Small range of colours may still provide enough choice for the group.</li></ol> <b>Flame resistance – 4 stars</b> <ol style="list-style-type: none"><li>1. 4 stars/best rating means youth group may choose for cushions.</li><li>2. 4 stars/best rating may make cushions a popular choice with customers.</li></ol> <b>Crease resistance – 3 stars</b> <ol style="list-style-type: none"><li>1. Less suitable as may stop youth group purchasing.</li><li>2. Youth group may have to spend time ironing this fabric whilst making cushions.</li><li>3. If cushions are creased may stop consumers purchasing.</li></ol>
--

**Care instructions – machine washable**

1. Good as cushions will need little care once made.
2. Consumers may be encouraged to buy cushions as they will be easy to look after.

**Durability – 2 stars**

1. 2 stars/poor rating so youth club may not use.
2. 2 stars/poor rating may mean cushions do not last long and lead to consumer complaints.

**Cost £££**

1. £££/high so may put youth club off.
2. £££/high may make the cushions too expensive for the consumer so they may not sell.
3. £££/high may be too expensive for the youth club to make a profit.

**Fabric B****Softness – 3 stars**

1. 3 stars/fair rating so may be enough to encourage youth club to use.
2. 3 stars/fair rating may not be enough for youth club to choose this fabric.
3. Consumers may not buy a cushion made from this as it may not be soft enough.
4. 3 star rating is good as the fabric is not too soft to hold its shape.

**Range of colours – 5 stars**

1. 5 stars/best range so may encourage youth club to choose this fabric.
2. 5 stars/best range so may be likely to include all colours youth group wants.
3. 5 stars/best range so youth group should be able to meet customer likes.

**Flame resistance – 2 stars**

1. 2 stars/poor rating means youth group may not choose for cushions.
2. 2 stars/poor rating may prevent consumers buying cushions so reducing sales/profit.

**Crease resistance – 3 stars**

1. Less suitable as may stop youth group purchasing.
2. Youth group may have to spend time ironing this fabric whilst making cushions.
3. If cushions are creased may stop consumers purchasing.

**Care instructions – dry clean only**

1. Dry clean only could be expensive to care for so youth club may not choose this fabric.
2. Dry clean only may discourage consumers from buying so reducing sales/profit.

**Durability – 5 stars**

1. 5 stars/best rating so youth club may choose this fabric.
2. 5 stars/best rating means cushions will last well so consumer may make repeat purchases.
3. 5 stars/best rating means cushions will last well so may lead to increased sales/profit.

**Costs ££**

1. ££/low so may encourage youth club to buy this fabric.
2. ££/low so the price of the cushion may encourage consumers to buy/increase sales/profit.

(c) Give <b>two</b> benefits of <b>each</b> of the following to the youth group.	
(i) Trialling a prototype	
(ii) Marketing plan	
<b>Core skills:</b> Recall & use of knowledge	<b>Mark allocation:</b> 4 marks
2 x 1 mark for explanation linked to trialling a prototype	
2 x 1 mark for explanation linked to marketing plan	

<p><b>Trialling a prototype</b></p> <ol style="list-style-type: none"> <li>1. Find out the opinions of consumers/test product on consumers.</li> <li>2. Find out the strengths and weaknesses of the product.</li> <li>3. Check that the product meets the specification/see what the product is going to be like.</li> <li>4. Find out what/if any changes need to be made.</li> <li>5. Cost the product.</li> </ol>
<p><b>Marketing plan</b></p> <ol style="list-style-type: none"> <li>1. Gives a clear idea of how to market the product.</li> <li>2. Identifies the best ways to advertise the product.</li> <li>3. Ensures marketing is aimed at target consumers/avoids inappropriate marketing.</li> <li>4. Identifies the best place to sell the product.</li> <li>5. Ensures the product is priced correctly.</li> </ol>

(d) Give <b>one</b> advantage and <b>one</b> disadvantage to the youth group of using batch production techniques to manufacture their cushions.	
<b>Core skills:</b> Recall & use of knowledge	<b>Mark allocation:</b> 2 marks
1 mark for advantage	
1 mark for disadvantage	
<p><b>Batch production</b></p> <p><b>Advantages:</b></p> <ol style="list-style-type: none"> <li>1. Cheaper than one-off items.</li> <li>2. Materials can be bought in bulk so keep costs down.</li> <li>3. The cost to the consumer may be lower.</li> <li>4. Easier/cheaper to train workers as they only concentrate on one part of the process.</li> <li>5. Requires less time/labour/fuel.</li> <li>6. Workers become skilled at one part of the process.</li> <li>7. Production may change easily for specific orders.</li> </ol> <p><b>Disadvantages:</b></p> <ol style="list-style-type: none"> <li>1. Workforce may be less motivated (so may make lower quality goods).</li> <li>2. Time may be wasted waiting for one part of the process to be completed.</li> <li>3. A fall in demand may lead to over-production.</li> <li>4. If workers are absent production may be held up.</li> </ol>	

### Question 5

(a) A couple with a two year old child wish to buy a bed for the child which is good value for money. Study the information about children's beds below and choose the <b>most suitable</b> bed for the child.	
<b>Core skills:</b> Drawing conclusions	<b>Mark allocation:</b> 4 marks
1 mark for correct choice 3 x 1 mark for explanation linked to needs of the child/parents	

**Correct Choice:** A

<p><b>Reasons</b></p> <p><b>suitable from 2 years</b></p> <ol style="list-style-type: none"> <li>Suitable as child can use the bed straight away.</li> </ol> <p><b>available in pine or white paint finish</b></p> <ol style="list-style-type: none"> <li>Parents can choose a finish which will match other furniture/match the colours of the room.</li> <li>(Neutral) finishes are suitable for both boys and girls.</li> <li>Finishes will be suitable even when child is older.</li> </ol> <p><b>extendable to grow with child to full-sized single bed</b></p> <ol style="list-style-type: none"> <li>Suitable as bed can be sized to suit child.</li> <li>Will be suitable for child until grown so will be cost effective.</li> <li>Parents will be saved the inconvenience of replacing the bed as the child grows.</li> </ol> <p><b>comes complete with three mattress sections to fit the required length</b></p> <ol style="list-style-type: none"> <li>Parents will not have to pay extra for the mattress so will be cost effective.</li> <li>Parents will be saved the inconvenience of replacing the mattress as the bed is extended.</li> </ol> <p><b>removable side guards<sup>1</sup> included (<sup>1</sup> rails to prevent child falling out of bed)</b></p> <ol style="list-style-type: none"> <li>Suitable as these will stop the baby falling out of bed when he is small.</li> <li>Convenient for the parents to remove when the baby is old enough.</li> <li>Included in the price so saving the parents extra expense.</li> </ol> <p><b>cost £150</b></p> <ol style="list-style-type: none"> <li>Mattress/sides are included in the price making the bed cost effective.</li> <li>Second cheapest and all the features they require are included making the bed value for money.</li> <li>The bed will last until the child is grown making the bed cost effective.</li> </ol>
--

(b) An appropriate specification is important when developing products. Draw up a <b>four</b> point specification for the production of baby clothes. Explain the importance of <b>two</b> of the points.	
<b>Core skills:</b> Recall & use of knowledge	<b>Mark allocation:</b> 4 marks
4 x ½ mark for specification point 2 x 1 mark for explanation linked to baby/baby clothes	

Specification point	Explanation
Strong/durable fabric	<ol style="list-style-type: none"> <li>As baby clothes need to withstand frequent washing.</li> <li>To stop the baby clothes from tearing.</li> </ol>
Flame resistant fabric	<ol style="list-style-type: none"> <li>So the baby clothes do not catch fire/melt if caught in a flame.</li> <li>To reduce the risk of the baby being burned.</li> </ol>
Non-shedding fabric	<ol style="list-style-type: none"> <li>So the baby does not choke on loose fabrics.</li> <li>So the baby's fingers do not become entangled.</li> </ol>

Be machine washable/easy care	<ol style="list-style-type: none"> <li>1. As baby clothes will need frequent washing.</li> <li>2. To save the parents time/effort.</li> </ol>
Be quick drying/able to be tumble dried	<ol style="list-style-type: none"> <li>1. So the baby clothes will be ready to wear again quickly.</li> <li>2. To save the parents time/effort.</li> <li>3. So the baby may need fewer outfits.</li> </ol>
Be crease-resistant/minimum iron	<ol style="list-style-type: none"> <li>1. To maintain the appearance of the baby clothes.</li> <li>2. To save the parents time/effort.</li> </ol>
Be soft/smooth	<ol style="list-style-type: none"> <li>1. To avoid irritating the baby's skin.</li> <li>2. So the baby will be comfortable.</li> </ol>
Be able to trap air	<ol style="list-style-type: none"> <li>1. To keep the baby warm.</li> </ol>
Be absorbent	<ol style="list-style-type: none"> <li>1. To absorb the baby's sweat so the baby will be comfortable.</li> </ol>
Be light in weight	<ol style="list-style-type: none"> <li>1. So the baby's movements are not restricted.</li> </ol>
Be well constructed	<ol style="list-style-type: none"> <li>1. So the baby clothes do not rip/tear.</li> <li>2. So the baby clothes will withstand frequent laundering.</li> <li>3. So they will last a long time.</li> <li>4. So component parts cannot be pulled off by the baby.</li> </ol>
Have no ribbons/ties/drawstrings/lacy trims	<ol style="list-style-type: none"> <li>1. So the baby does not choke.</li> <li>2. So the baby's fingers/toes do not become entangled.</li> <li>3. So the baby does not swallow the ribbon/tie.</li> </ol>
Have no hard components, eg large buttons/zips	<ol style="list-style-type: none"> <li>1. So they do not make the baby uncomfortable/hurt the baby.</li> </ol>
Fit well	<ol style="list-style-type: none"> <li>1. To allow the baby to move freely.</li> <li>2. So the baby is comfortable.</li> </ol>
Be easy to put on/remove	<ol style="list-style-type: none"> <li>1. To save the parent time/effort when dressing/undressing the baby.</li> <li>2. To make it easy to change the baby's nappy.</li> </ol>

(c) Explain the importance to the consumer of the four design features indicated on this jar of baby food.	
<b>Core skills:</b> Recall & use of knowledge	<b>Mark allocation:</b> 4 marks
4 x 1 mark for explanation linked to the consumer.	

<p><b>Pop up button</b></p> <ol style="list-style-type: none"> <li>1. Shows that the jar has not been opened.</li> <li>2. Shows that no foreign bodies/bacteria have entered the jar (after production).</li> <li>3. Shows that the jar has not been tampered with.</li> </ol>
<p><b>Screw-on lid</b></p> <ol style="list-style-type: none"> <li>1. Lid will be secure so prevents food leaking from the jar.</li> <li>2. Lid is not likely to open when carrying jar to feed baby on the go.</li> <li>3. Lid will be secure so give reassurance about bacteria contaminating food.</li> <li>4. Lid can be replaced if all the product is not used at once.</li> </ol>
<p><b>Heat-proof glass</b></p> <ol style="list-style-type: none"> <li>1. Convenient as jar can be heated in water/microwave/food warmer.</li> <li>2. Convenient as a separate container is not needed to heat the food in.</li> </ol>
<p><b>Wide neck</b></p> <ol style="list-style-type: none"> <li>1. Allows a spoon to be used to get baby food out of the jar.</li> <li>2. Makes it easier to take the baby food out of the jar.</li> <li>3. Makes it easier to feed the baby straight from the jar.</li> </ol>

## Intermediate 2 Level Home Economics

### Analysis of Question Paper for the Year 2007

<b>Context:</b>	<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 element		Mark
		Yes	No	
1a	Two functions of fat in the diet		✓	2
1b	Two practical ways to reduce fat		✓	2
1c	Choosing suitable spread for office worker		✓	4
1d	Two food sources of saturated and unsaturated fat		✓	2
1e	Health improvements other than diet		✓	2
2a	Choosing a toaster for a student kitchen	✓		4
2b	Help given by Consumers Association		✓	2
2c	Safety labels on toasters	✓		3
2d	Store loyalty cards		✓	3
3a	Factors influencing what we buy		✓	4
3b	Choice of fish dish for school canteen		✓	4
3c	Points for reheating food		✓	2
3d	Role of Trading Standards		✓	2
4a	Stages of product development		✓	2
4b	Evaluation of fabrics for cushions	✓		4
4c	Benefits of trialling a prototype and marketing plan		✓	4
4d	Advantage and disadvantage of batch production		✓	2
5a	Choosing a bed for a child		✓	4
5b	Specification for baby clothes		✓	4
5c	Design features of baby food jar		✓	4

Intermediate 2 Level Home Economics Analysis of Question Paper for the Year 2007					Context:		Health & Food Technology	
<b>Question 1 – 5</b>					✓		Lifestyle & Consumer Technology	
							Fashion & Textile Technology	
Component Unit					Skill Assessment			
Question	Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall & Use of Knowledge	Draw Conclusions	Evaluate	Totals
<b>1a</b>	<b>2</b>				<b>2</b>			<b>12</b>
<b>b</b>	<b>2</b>			<b>0</b>	<b>2</b>			
<b>c</b>	<b>4</b>					<b>4</b>		
<b>d</b>	<b>2</b>				<b>2</b>			
<b>e</b>	<b>2</b>				<b>2</b>			
<b>2a</b>			<b>4</b>	<b>4</b>			<b>4</b>	<b>12</b>
<b>b</b>			<b>2</b>		<b>2</b>			
<b>c</b>			<b>3</b>	<b>3</b>	<b>3</b>			
<b>d</b>			<b>3</b>			<b>3</b>		
<b>3a</b>			<b>4</b>		<b>4</b>			<b>12</b>
<b>b</b>	<b>4</b>				<b>2</b>	<b>4</b>		
<b>c</b>	<b>2</b>				<b>2</b>			
<b>d</b>			<b>2</b>		<b>2</b>			
<b>4a</b>		<b>2</b>			<b>2</b>			<b>12</b>
<b>b</b>		<b>4</b>					<b>4</b>	
<b>c</b>		<b>4</b>		<b>4</b>	<b>4</b>			
<b>d</b>		<b>2</b>			<b>2</b>			
<b>5a</b>			<b>4</b>			<b>4</b>		<b>12</b>
<b>b</b>		<b>4</b>			<b>4</b>			
<b>c</b>		<b>4</b>			<b>4</b>			
<b>Totals</b>	<b>18</b>	<b>20</b>	<b>22</b>	<b>11</b>	<b>37</b>	<b>15</b>	<b>8</b>	<b>60</b>
<b>Target Range</b>	<b>15 – 25 marks</b>	<b>15 – 25 marks</b>	<b>15 – 25 marks</b>	<b>10 – 12 marks</b>	<b>30 – 37 marks</b>	<b>15 – 20 marks</b>	<b>8 – 10 marks</b>	<b>60 marks</b>

[END OF MARKING INSTRUCTIONS]