



2008 Health and Food Technology

Intermediate 2

Finalised Marking Instructions

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**2008 Health and Food Technology
Intermediate 2**

Question 1

(a) State **three** Scottish dietary targets. Give a **different** practical way of meeting each target.

Core skills: Recall and use of knowledge

Mark allocation: 6 marks

3 x 1 mark for correct dietary target

3 x 1 mark for practical way linked to dietary target

Fruit and vegetables

Dietary target

increase intake of fruit and vegetables.

increase intake of fruit and vegetables to 5 portions per day.

intake of fruit and vegetables to double.

intake of fruit and vegetables to 400g per day.

Practical way

1. add fruit to breakfast cereals.
2. replace high sugar/high fat snacks with fruit.
3. puree fruit/vegetables into drinks/smoothies.
4. use as a basis for desserts.
5. use a variety of vegetables in soups.
6. add into stews/casseroles/pizzas/pasta dishes.
7. use as a main course dish eg vegetable curry.
8. add an extra serving of vegetables/salads with main course dishes.
9. use salad to fill sandwiches.

Bread

Dietary target

increase bread intake (mainly using wholemeal).

increase bread intake by 45%.

Practical way

1. use to accompany soups/main courses.
2. use in desserts eg bread and butter/summer pudding.
3. serve sandwiches to replace high fat/sugar snacks.
4. use breadcrumbs to top savoury dishes/coat foods for frying.

Question 1 (continued)

Breakfast cereals

Dietary target

increase intake of breakfast cereal.

intake of breakfast cereals to double.

intake of breakfast cereals to double to 34g per day.

Practical way

1. use breakfast cereals to replace high fat/sugar snacks.
2. add cereals to baked products eg biscuits.
3. use as toppings for crumbles/yoghurts/savoury dishes.

Total complex carbohydrates

Dietary target

increase intake of total complex carbohydrates/fruit and vegetables/bread/breakfast cereals/rice/pasta/potatoes.

increase intake of TCC 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.
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).

Fish

Dietary target

eat more fish especially oily fish.

intake of white fish to be maintained.

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 patés.
3. use to replace meat/poultry in main course dishes.
4. add into pasta dishes/pizza.

Question 1 (continued)

Salt

Dietary target

intake of salt to be reduced.

intake of salt to reduce (from 163mmol/day) to 100mmol/day/no more than 6g/day.

Practical way

1. replace ready-made foods with home-made versions.
2. limit intake of processed foods (eg ham/cheese).
3. limit intake of salty snacks (eg crisps).
4. replace salt with LoSalt/salt substitute.
5. use herbs/spices to flavour food.
6. read labels and choose lower salt products.
7. taste food before adding salt.

Sugar

Dietary target

adult intake of (NME) sugar not to increase.

intake of (NME) sugar in children to reduce (by half).

intake of (NME) sugar in children to reduce to less than 10% of energy.

Practical way

1. choose breakfast cereals with no added sugar.
2. replace biscuits/cakes/sweets/chocolate/desserts with bread products/fruit.
3. replace sugar with sweeteners/do not add sugar to tea/coffee.
4. reduce sugar/use sugar substitutes/replace sugar with fruit in baking.
5. read labels and choose lower sugar products.

Question 1 (continued)

Fats

Dietary target

reduce intake of fat.

reduce total fat intake.

intake of total fat to be reduced to no more than 35% of food energy.

reduce intake of saturated fat.

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 (eg crisps) with eg bread products/fruit.
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.

(b) **Other than diet**, explain **two different** factors which may contribute to obesity.

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

2 x 1 mark for correct explanation linked to obesity

Activity/exercise

1. lack of exercise means that excess food/kJ is not burned off leading to obesity.
2. more jobs are now sedentary so excess energy from food turns to fat.
3. increase in 'sedentary' pastimes eg computer games/TV using less energy so leading to obesity.
4. people may drive/use public transport more so use up less energy leading to obesity.

Lifestyle

1. increase in eating out/fast foods/takeaway may eat more food/more high fat/sugar foods so contributing to obesity.
2. fewer 'family' meals/more 'grazing' so may choose high fat/high sugar foods which contribute to obesity.
3. more ready-made meals used which may be high in fat/sugar which contribute to obesity.

Question 1 (continued)

Hereditary/Genetics

1. obese parents may increase risk of obesity in their children.

Available income

1. high available income may lead to the purchase of more food increasing the risk of obesity.
2. high available income may lead to increase in eating out so increasing the risk of obesity.
3. high available income may lead to purchase of more high fat/high sugar foods (eg cakes/biscuits) so increasing the risk of obesity.
4. low available income may lead to reliance on high fat/high sugar foods as ‘fillers’ so increase the risk of obesity.

Use of alcohol

2. high consumption of alcohol will lead to high kJ intake increasing the risk of obesity.

Influence of advertising

1. can persuade consumer to make unwise choices which may contribute to obesity.
2. may persuade consumer to visit fast food outlets which may only serve less healthy options so increasing the risk of obesity.

Influence of peers

1. may persuade consumer to make poor food choices which contribute to obesity.

(c) Name **two** dietary diseases linked to obesity.

Core skills: Recall and use of knowledge

Mark allocation:

1 mark

2 x ½ mark for correct explanation linked to obesity

1. (coronary) heart disease.
2. hypertension/high blood pressure.
3. diabetes.
4. osteoporosis.

(d) Evaluate the suitability of the breakfast product below for a teenager.

Core skills: Evaluation

Mark allocation:

3 marks

3 x 1 mark for valid evaluation linked to case study

No added sugar

1. may encourage the teenager to eat the product as it is healthier/contributes to the dietary targets.
2. suitable as the teenager may be less likely to suffer from dental caries/obesity in later life.
3. may discourage the teenager from eating the product as it may not be sweet enough.

Question 1 (continued)

Pack contains 6 individually wrapped bars

1. suitable as the product will be protected from germs if the teenager puts the bar in their pocket (to eat later).
2. suitable as this would help keep the teenager's hands clean.
3. suitable as this would be more hygienic as the teenager may not have washed their hands/less chance of bacteria being transferred to the food.
4. individual portion will be suitable as it is for one person.
5. suitable as there will be enough in one pack to last a (school) week.
6. may not be suitable as the teenager may get bored with the flavour (and some may be wasted).

Eaten straight from the packet

1. suitable for teenagers who do not have time/like eating first thing in the morning as this may help ensure they eat breakfast (before class).
2. suitable as the product can be eaten on the way to school/interval/lunchtime.
3. saves time as this does not need preparation/washing up.

No refrigeration required

1. suitable as there will be less risk of food poisoning to the teenager.
2. suitable as teenager may eat the product later in the day without the risk of food poisoning.
3. suitable as a stock of these may be stored with less risk of food poisoning (if not eaten straight away).

Variety of flavours available

1. suitable as the teenager will be able to find one he/she likes.
2. suitable as there is a range/three flavours available and the teenager may like a variety.
3. suitable as fruit flavours are likely to appeal to teenagers.
4. may not be suitable as the teenager may not find one he/she likes.
5. may be less suitable as the teenager may get bored with the flavour (and some may be wasted).

Contains artificial colours and flavours

1. may not be suitable as some teenagers may be allergic to colours/flavours.
2. may not be suitable as teenager may become hyperactive (depending on additives used).
3. may be suitable as the teenager may like the flavour/colour and will be encouraged to eat breakfast.

Question 2

- (a) A young single man who has a full-time job and often works overtime at weekends, wishes to do his weekly food shopping on-line.

Evaluate the suitability of **one** of the following methods of on-line shopping for the young man.

Core skills: Evaluation

Mark allocation: 4 marks

4 x 1 mark for valid evaluation linked to case study

Method A

Food items arranged in alphabetical order

1. suitable as he could find items easily/quickly.
2. may be less suitable as 'like' items may not be grouped together and take time to find.
3. may be less suitable as he may be more likely to forget items (if he is not using a list).
4. may be suitable as he may be less likely to impulse buy.

Weekly special offers available

1. suitable as he will save money if he chooses these items.
2. may be less suitable as he may be more likely to impulse buy.
3. may be less suitable as he may buy products which he cannot use before the expiry date.
4. suitable as these offers may encourage him to try something new.

System remembers previous order

1. useful as this may save him time when ordering.
2. may be less suitable as he will have to review his order each time.
3. useful as he may be less likely to forget 'key' items.
4. may be less suitable as he may leave on items he does not need.

Substitute items sent automatically

1. suitable as he will not have items missing from his order/he will not have to shop elsewhere.
2. may not be suitable as the substitute item may be unsuitable/more expensive.

Free delivery on orders over £100

1. good as this will save him money if ordering a lot of items.
2. less suitable as he is single/wishes to shop weekly and may be unlikely to buy this amount.

Morning, afternoon or evening delivery slots

1. suitable as he works full time (and overtime) so will be likely to get a suitable slot.
2. less suitable as he may have to wait in an entire morning/afternoon/evening for delivery.

Delivery available Monday to Saturday

1. suitable as he is likely to be able to arrange a suitable time.
2. may be less suitable as he may not be able to arrange a suitable time as he is working

Question 2 (continued)

Method B

Stock arranged in 'aisles'

1. suitable as he may find it easy/quick to find items.
2. suitable as he will be able to view the range of similar items easily/quickly.
3. suitable as viewing the range may help him 'browse' for inspiration.
4. may be less suitable as he may be tempted to buy 'related' items (he does not need).

Shopping chosen by specially trained staff

1. good as he may be more likely to get the precise items he ordered/suitable substitutes.
2. good as there will be less likely to be mistakes/omissions in his order.
3. may be less suitable if staff are not instructed to substitute items as he may have omissions.

Choice of core items will be automatically displayed each time

1. useful as this will save him time when ordering (items he buys each week).
2. useful as he may be less likely to forget 'key' items.
3. may be less suitable as he may leave on items he does not need.
4. suitable as he only has to order 'non-core' items, saving him time.

Electrical goods, books and clothing also available

1. useful as this will save him time/effort buying these elsewhere.
2. may be less suitable as he only wishes to buy food on-line.
3. may be less suitable as he may be tempted to impulse buy these items.

£5 delivery charge

1. may be less suitable as this will increase the cost of his (food) shopping.
2. may consider the charge worth the saving in time/effort/petrol.

Choose a two-hour delivery slot

1. useful as he will only have to be at home for a relatively short period of time.

Delivery available 8am-6pm, 7 days a week

1. suitable as he is likely to be off on one of those days.
2. may be less suitable as his working arrangements may mean he is not available during the day.

Question 2 (continued)

(b) The young man, who enjoys cooking for friends, wishes to buy a food processor. He has a small kitchen with limited storage and worktop space. He often makes soups, bread, fresh fruit juices and also likes to try out new recipes. Study the information about food processors below and choose the most suitable food processor for the man to buy.

Core skills: Drawing conclusions	Mark allocation: 4 marks
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1 mark for correct choice

3 x 1 mark for correct reason linked to case study

Correct choice: B

800 watts power

1. powerful/second most powerful motor which will cope with the range of dishes he is likely to make.
2. powerful/second most powerful motor so it will cope with larger quantities when he cooks for friends.

2.5 litres bowl capacity

1. large/second largest bowl so will be big enough for when he cooks for friends.
2. 2.5 litre bowl so should not be too big when cooking for himself.

2 speed settings with pulse control

1. speeds will be able to cope with the range of dishes he wishes to make.
2. pulse control will make sure he gets good results.

Attachments

1. has a range of attachments which are suitable for the dishes he likes to make.
2. this has all the attachments he needs to make his favourite dishes so saving him money.
3. he will not have to buy extra equipment so this will save him space (he has a small kitchen).
4. liquidiser attachment will be suitable for pureeing soup/making fresh fruit juices.
5. grating/slicing discs will be suitable for preparing vegetables for soup.
6. dough hooks will be suitable for making bread.
7. citrus press will be suitable for making fresh fruit juices.

Mini and midi bowls with blade

1. he is single so the mini/midi bowls will suit him.
2. he likes to try new recipes so he may need the mini/midi bowls.
3. he will not have to buy these so saving him money.

Integrated storage for attachments

1. useful as he has limited storage/worktop space.
2. useful as this will prevent them getting lost so he does not have to replace them.

Question 2 (continued)

Recipe book

1. useful as he likes to try new dishes.
2. useful as he will be able to try new recipes for his friends.

£129/second cheapest

1. the second cheapest machine which has all the features he needs.
2. has all the features he needs so he is not paying for extra features he does not want.

(c) State **two** safety points he should observe when cleaning the food processor.

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

1. do not touch plug with wet hands.
2. switch off before unplugging/unplug before washing.
3. do not put base/motor into water/wipe base with damp cloth only.
4. hold blade by spindle when washing/do not drop blade in basin/wash blade separately.
5. dry blades from back edge/allow to drip dry.

(d) Explain **two** points of the Sale and Supply of Goods Act 1994.

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

1. there is a contract between the buyer and the seller.
2. goods must be of a 'satisfactory quality'.
3. goods must 'fit the description given'.
4. goods must be 'fit for their purpose' (as made known by the seller).
5. consumer is entitled to a refund if the points of the act are not met.
6. consumers have a reasonable period of time to accept or reject goods.
7. second-hand/reduced price/sale goods are covered by the act.

Question 3

(a) Choose **four** of the principles of design shown and explain the importance of each when developing food products.

Core skills: Recall and use of knowledge

Mark allocation: 4 marks

4 x 1 mark for explanations

Hygiene

1. manufacturers have (a legal responsibility) to ensure food products are fit for human consumption.
2. all potential hygiene hazards should be identified during all stages of production to ensure food safety.
3. manufacturers should carry out a risk assessment to identify and control risks to ensure food safety.
4. hygiene controls should be implemented to eliminate/reduce risks and ensure food safety.
5. to ensure the manufacturer does not break the law/face prosecution.

Quality

1. companies who produce good quality products achieve a good reputation.
2. good quality will attract a high level of sales/profit for manufacturer.
3. if quality is carefully controlled, waste is reduced as no sub-standard products enter the system.
4. saves money for the manufacturer because there is greater efficiency in production.

Safety

1. manufacturers have (a legal obligation) to ensure products are safe.
2. all hazards should be identified at all stages of production to ensure food safety.
3. safety controls should be identified to eliminate or reduce risks and ensure food safety.
4. manufacturers should identify and control risks by carrying out a risk assessment.
5. important to ensure that manufacturer does not break law/face prosecution.

Function

1. function of ingredients will determine which ingredients are chosen.
2. ingredients may have a physical function in the final product eg forming structure.
3. ingredients may have a sensory function in the final product eg taste.
4. ingredient may be chosen because they provide particular nutrients eg orange juice for vitamin C.
5. some products are designed to meet a particular dietary need eg sugar free products for diabetics.

Aesthetics

1. product should look good so the consumer would be more likely to buy it.
2. product must look good so the consumer would want to buy it/make repeat purchases.
3. product should taste good so the consumer will enjoy it/want to make repeat purchases.
4. product should smell good so that the consumer will enjoy it/want to make repeat purchases.
5. product should have a good texture so that the consumer will enjoy it/make repeat purchases.

Question 3 (continued)

(b) A manufacturer wishes to extend his range of fish products. The product specification is shown below.

Product Specification

- include oily fish
- cost effective
- single portion
- quick to cook
- aesthetically pleasing

Study at the information about fish products and choose the most suitable fish dish for the manufacturer.

Core skills: Drawing conclusions	Mark allocation: 4 marks
1 mark for correct choice	
3 x 1 mark for reasons linked to the case study	

Correct answer: D/A

Main ingredients/contains oily fish A/D

1. meets the specification for oily fish as the product contains salmon/mackerel.

Aesthetically pleasing

- | | | |
|--|---|-----|
| 1. 4 stars/best rating for flavour which would mean the product would be popular with consumers. | } | A/D |
| 2. 4 stars/best rating for flavour would encourage repeat purchases. | | |
| 3. 4 stars/best rating for flavour would mean that the consumers would enjoy the product. | | |
| 4. 3 stars/second best rating for appearance would mean the product would be attractive to consumers. | } | D |
| 5. 3 stars/second best rating for appearance so it meets the specification to be aesthetically pleasing. | | |

Servings/single portion A/D

1. serves one/suitable for a single portion which is required in the specification.

Quick to cook A/D

1. meets the specification for quick to cook as the product has the shortest cooking time.

Cost effective

- | | | |
|--|---|--------|
| 1. 2£s/second best rating for cost so will allow the manufacturer to price the fish product lower and still make a profit. | } | D only |
| 2. 2£s/second best rating for cost so consumers will get good value for money/economical price. | | |
| 3. 2£s/second best rating for cost so the fish product will be priced competitively. | | |
| 4. 2£s/second best rating for cost so the consumers may choose to buy this fish product. | | |
| 5. 2£s/second best rating for cost so the manufacturer is more likely to take this product to the next stage of development. | | |
| 6. meets the specification for cost effective as product has 2£s/one of the cheapest. | | |

A – For A read 3£s/second best rating.

Question 3 (continued)

(c) **Other than an ingredients list**, identify **four** points of information the manufacturer is legally required to include on a food label.

Explain the importance to the consumer of **points 1 and 2**.

Core skills: Recall and use of knowledge

Mark allocation: 4 marks

4 x ½ mark for correct identification of information

2 x 1 mark for correct explanation linked to points 1 and 2

Name of food

1. so the consumer is not misled by the type of food.
2. customary names (eg angel delight) must have additional description so the consumer knows what they are buying.
3. names of certain foods are prescribed by law (eg sugar) so the consumer is not misled.

Treatments/processing/condition of the food

1. must be stated so that the consumer knows of any processes the food has undergone (eg part-baked/dried/smoked).

Net quantity/amount of product

1. so the consumer can compare prices.
2. so the consumer can calculate value for money.
3. so the consumer can check if the package contains enough for their needs.

Date marking

“Use by” date

1. tells the consumer that after the date shown, the food may no longer be safe to eat/may cause food poisoning.

“Best before” date

1. tells the consumer the date until which the food had best appearance/flavour/texture/nutritive value.
2. tells the customer that after this date the food (will still be safe to eat but) will not be at its best/not be as good.

Storage instructions

1. so the consumer can store the food so that it remains safe to eat (until the use by/best before date).
2. so the customer can enjoy the product at its best.
3. so the consumer can tell if he has the correct storage facilities eg freezer.

Question 3 (continued)

Preparation/cooking instructions

1. so the consumer prepares/cooks the product correctly/gets the best results.
2. to ensure the product is safe to eat.
3. so the consumer does not use the product wrongly (eg 'not suitable for frying') in the case of some margarines.

Name and address of the manufacturer/packer/seller

1. so the consumer can contact them in the event of a complaint/enquiry.

Place/country of origin

1. the consumer may wish to avoid products from certain countries for ethical/moral reasons.
2. the consumer may wish to support a particular country (eg 'produce of Scotland').

Question 4

(a) State **two** reasons why a manufacturer might wish to develop a new product.

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

2 x 1 mark for correct reason

1. to fill a gap in the market.
2. as a result of market research.
3. in response to consumer complaints/suggestions.
4. to counteract falling sales.
5. to match a competitor's product.
6. to take advantage of technological innovations.
7. to take advantage of new trends.
8. to increase market share.

(b) A mobile catering company has been asked to provide take-away food at a family fun day. They wish to buy a range of burgers to sell at the event. Study the information about buyers below and choose the most suitable range for the company to buy.

Core skills: Drawing conclusions

Mark allocation: 4 marks

1 x 1 mark for correct answer

3 x 1 mark for correct explanation linked to case study

Correct choice: C

Varieties available (beef, chicken, quorn)

1. has the best variety (3 available) so should suit all consumers/members in the family.
2. has a quorn option so should suit vegetarian consumers/members of the family who are vegetarian.

Burger weight (50g and 100g)

1. has two sizes of burger so this will be suitable for all consumers/members of the family.

Value for money (3 stars)

1. 3 stars/best so the catering company will make a profit.
2. 3 stars/best so the catering company can price their product competitively.
3. 3 stars/best so the consumer will be more likely to buy/make repeat purchases.

Storage details (frozen, can be cooked from frozen)

1. frozen burgers so any that are not used will not be wasted.
2. frozen burgers so company can buy in enough stocks without fear of waste.
3. frozen burgers so company will be able to buy stocks in advance.
4. can be cooked from frozen therefore (not having to allow time for defrosting) the consumer will not have to wait/queues will be avoided.

Question 4 (continued)

Aesthetic appeal (4 stars)

1. 4 stars/best rating for aesthetic appeal so the consumer/family will buy/enjoy this burger.
2. 4 stars/best rating for aesthetic appeal so the consumer/family will make repeat purchases.
3. 4 stars/best rating for aesthetic appeal so company will sell more/make a greater profit.

(c) Evaluate the suitability of **three** of the design features shown on the burger packaging below.

Core skills: Evaluation	Mark allocation: 3 marks
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3 x 1 mark for evaluation linked to the needs of the brief

Flap closure

1. suitable as this will ensure that the burger packaging closes properly to keep the burger hot.
2. suitable as this will ensure that the burger will not fall out when carrying.
3. suitable as this will ensure that the burger is protected from contamination.

Tear-open strip

1. convenient as the sachet can be opened easily/without using knife/scissors.
2. may be less suitable as could be difficult to open for people with disabilities/elderly/after handling the burger.

Moist wipe sachet

1. suitable as hands/faces can be wiped easily after eating the burger.
2. may be less suitable as this could increase the cost.
3. may be less suitable as extra packaging may not be environmentally friendly.

Rigid construction

1. suitable as it will prevent damage to the burger.
2. suitable as the container could be used as a plate.

(d) Explain the information this label gives the customer.

Core skills: Recall and use of knowledge	Mark allocation: 1 mark
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1 mark for correct explanation

Recycling label

1. shows that the item/package can be recycled/used again.
2. shows that the item/package has been made from materials which have been recycled.
3. shows that the item/package is environmentally friendly.

Question 4 (continued)

(e) State two points to be considered when reheating food to prevent food poisoning.	
Core skills: Recall and use of knowledge	Mark allocation: 2 marks
2 x 1 mark for correct explanation	

- | |
|---|
| <ol style="list-style-type: none">1. food should be reheated thoroughly/till piping hot.2. food should reach a (core) temperature of 82°C3. reheated food should be eaten immediately/should not be kept hot/warm.4. food should not be reheated more than once. |
|---|

Question 5

(a) For **each** of the following nutrients, list **one** function and **two** different food sources:

- calcium
- iron
- vitamin C.

Core skills: Recall and use of knowledge

Mark allocation: 6 marks

1 x 3 marks for correct function

6 x ½ marks for each correct food source

Calcium

Functions

1. helps to form strong bones/teeth.
2. works with phosphorous and vitamin D to maintain strong bones and teeth.
3. needed for the clotting of blood.
4. needed for muscle function.
5. helps prevent osteoporosis.
6. helps prevent osteomalacia.
7. helps prevent rickets.
8. needed for hormone production.

Food sources

1. milk.
2. cheese.
3. yoghurt.
4. (white) flour/(white) bread.
5. (fortified) breakfast cereals.
6. green (leafy) vegetables.
7. (canned) fish/salmon/sardines.
8. nuts.
9. dried fruit.

Iron

Functions

1. helps to keep the blood healthy.
2. needed to make red blood cells.
3. needed to form haemoglobin/make the blood red.
4. needed to transport oxygen in the blood.
5. prevents anaemia.

Question 5 (continued)

Food sources

1. (red) meat.
2. liver/kidney.
3. (fortified) bread.
4. (fortified) breakfast cereals.
5. green (leafy) vegetables.
6. pulse vegetables.
7. dried fruit.
8. curry powder.
9. treacle.
10. cocoa powder/plain chocolate.

Vitamin C

Functions

1. necessary for the absorption of iron.
2. helps prevent infection.
3. required to make connective tissue.
4. helps wounds to heal.
5. required for the production of blood.
6. needed for formation of walls of blood vessels.
7. required for maintenance of healthy skin.
8. prevents scurvy.
9. needed for the body to use folic acid.
10. acts as an anti-oxidant/fights free radicals in the body/helps to prevent cancer/CHD.

Food sources

1. citrus fruits/oranges/lemons/grapefruit/citrus fruit juice.
2. (new) potatoes.
3. blackcurrants.
4. strawberries.
5. kiwi fruit.
6. green (leafy) vegetables.
7. peppers.

Question 5 (continued)

(b) A nursery wishes to widen the choice of healthy lunch dishes it provides for the children. Study the information about lunch dishes below and choose the most suitable dish for the nursery to use.

Core skills: Drawing conclusions	Mark allocation: 4 marks
1 x 1 mark for correct choice 3 x 1 mark for correct explanation related to health/the child/parent	

Correct choice: B

Energy (1075kj)/highest

1. lunch contains 1075kj/highest energy which will help replace energy used by children/at nursery.
2. lunch contains 1075kj/highest energy which will help give the children energy to last till evening meal.
3. lunch contains 1075kj/highest energy so children will probably use this up/little excess energy to be stored as fat.

Protein (6.4g)/highest

1. highest in protein/6.4g which the children will need for growth, as they are still growing.
2. 6.4g/highest and the children will need protein for repair of body tissues if they fall and hurt themselves.
3. 6.4g highest and the children can use protein as an additional source of energy as/if they are active.

Sodium (0.3g)/second lowest

1. has the second lowest amount/0.3g of sodium so it will be less likely to cause high blood pressure later in life.
2. only 0.3g/second lowest so will not taste too salty making the children less likely to develop a liking for salty food.
3. only 0.3g/second lowest so contributes to the dietary target to reduce salt.

Fat (9.0g)/lowest

1. lowest in fat/9.0g so the children are less likely to suffer from CHD later in life.
2. lowest in fat/9.0g so the children are less likely to suffer from obesity.
3. lowest in fat/9.0g so contributes to the target to reduce fat intake.

Vitamin B (2.00mg)

1. contains the highest amount/2.00mg of vitamin B which the children will need to release energy from food/as they are active.
2. contains the highest amount/2.00mg of vitamin B which the children will need for growth/as they are still growing.

Question 5 (continued)

(c) **Other than nutrition**, explain **two** factors to consider when feeding young children.

Core skills: Recall and use of knowledge

Mark allocation: 2 marks

2 x 1 mark for appropriate explanation linked to young children

Chop food into small pieces/puree

1. so young children can feed themselves.
2. young children cannot cut food up on their own.
3. food will be handled easily by young children.
4. young children cannot manipulate cutlery very well.
5. easier for young children to put onto a fork or a spoon.
6. so that young children will not choke on the food.

Make food look attractive

1. young children can often be encouraged to eat foods if they appeal to them eg a happy face.
2. colour will add interest to the food and appeal to young children.

As free from additives as possible/organic

1. some children may be allergic to certain additives.
2. parents may wish to choose foods which do not use artificial chemicals in manufacture.

Good flavour

1. to encourage young children to eat food.

Small portions

1. young children can only manage small amounts at one time (as they have small stomachs).
2. so that you children are encouraged to clear their plate.

Introduce new foods gradually

1. some young children can be allergic/react to a variety of foods and this will help to establish which food is causing the reaction.

Serve a variety of foods

1. when young children are teething they need both hard and soft foods so that their teeth develop normally.
2. to encourage young children to have a varied diet.
3. repeated offering of foods will often encourage young children to eat a wider range.

Discourage snacks between meals

1. this will make sure that young children have a good appetite for their meals.
2. snacks such as sweets can contribute to tooth decay in young children.

Question 5 (continued)

Do not force children to eat

1. this can cause long term phobias/problems for young children.

Avoid very small foods

1. peanut sized foods/hard foods can cause them to choke.

Avoid strong flavours/very spicy food

1. young children may find highly seasoned foods too strong for their sense of taste and not eat it.
2. young children may not be able to digest strongly flavoured food/may upset their stomachs.

Temperature of food

1. food that is too hot may burn the mouth of young children.
2. food that is too cold may shock young children.

Hygiene

1. food should be prepared hygienically to make sure that food poisoning does not occur with young children.

Texture

1. texture of food should appeal to young children so variety should be included in the diet eg mixture of soft, crunchy, chewy, smooth.

**Intermediate 2 Level Home Economics
Analysis of Question Paper for the Year 2008**

Context:

✓

Health and Food Technology

Lifestyle and Consumer Technology

Fashion and Textile Technology

Analysis of question content and question choice

Question	Content outline	Choice element		Mark
		Yes	No	
1. (a) (b) (c) (d)	State three dietary targets and practical ways of meeting the targets		✓	6
	Explain two factors which might lead to obesity		✓	2
	Name two diseases linked to obesity		✓	1
	Evaluation of breakfast product for a teenager		✓	3
2. (a) (b) (c) (d)	Evaluation of on-line food shopping	✓		4
	Choice of food processor		✓	4
	Safety points when cleaning a food processor		✓	2
	Points of Sale and Supply of Goods Act		✓	2
3. (a) (b) (c)	Principles of design when developing food products	✓		4
	Choice of fish product		✓	4
	Food labelling		✓	4
4. (a) (b) (c) (d) (e)	Reasons for developing a new product		✓	2
	Choice of burgers		✓	4
	Evaluation of burger packaging		✓	3
	Explanation of recycling label		✓	1
	Points to consider when reheating food		✓	2
5. (a) (b) (c)	1 function and 2 food sources of Ca, Fe, VitC		✓	6
	Choice of child's lunch dishes		✓	4
	Points for feeding young children		✓	2

Intermediate 2 Level Home Economics Analysis of Question Paper for the Year 2008					Context	✓	Health and Food Technology Lifestyle and Consumer Technology Fashion and Textile Technology	
Question 1								
Component Unit					Skill Assessment			
Question	Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall & Use of Knowledge	Draw Conclusions	Evaluate	Totals
1 (a)	6				6			
(b)	2				2			
(c)	1				1			
(d)			3	0			3	
Totals	9		3	0	9		3	12

Intermediate 2 Level Home Economics Analysis of Question Paper for the Year 2008					Context	✓	Health and Food Technology Lifestyle and Consumer Technology Fashion and Textile Technology	
Questions 1 – 5								
Component Unit					Skill Assessment			
Question	Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall & Use of Knowledge	Draw Conclusions	Evaluate	Totals
1a	6			0	6			12
b	2				2			
c	1				1			
d			3				3	
2a			4	4			4	12
b			4			4		
c			2		2			
d			2		2			
3a		4		4	4			12
b		4				4		
c			4		4			
4a		2			2			12
b		4		3		4		
c		3					3	
d			1		1			
e	2				2			
5a	6				6			12
b	4					4		
c	2				2			
Totals	23	17	20	11	34	16	10	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]