



2008 Lifestyle and Consumer Technology

Higher

Finalised Marking Instructions

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**2008 Home Economics
Lifestyle and Consumer Technology**

Section A – Short Response Questions

Question		Response	Marking Guidelines
1	List two methods of borrowing money.	<ol style="list-style-type: none"> 1. Bank/personal loan. 2. Mortgage. 3. Overdraft. 4. Credit union loan. 5. Consolidation loan. 6. Money lender. 7. Friends/family. 8. Credit card. 	<p>1 mark</p> <p>2 x ½ mark for each method</p>
2	State two foods which should be avoided during pregnancy.	<ol style="list-style-type: none"> 1. Soft ripened cheeses (examples are acceptable e.g. Brie, Camembert). 2. Pâté. 3. Raw eggs/foods containing raw eggs/undercooked eggs. 4. Liver/liver products. 5. Raw or partly cooked meat. 6. Unpasteurised milk. 7. High intake of sugary foods. 8. High intake of fatty foods. 9. Spicy foods if they cause acid reflux/heartburn. 10. High intake of salty foods. 11. Food products containing alcohol. 12. Raw shellfish. 13. Blue cheeses. 	<p>1 mark</p> <p>2 x ½ mark for each food</p>

Question		Response	Marking Guidelines
3	Identify two water soluble vitamins.	<ol style="list-style-type: none"> 1. Thiamine. 2. Riboflavin. 3. Nicotinic acid/niacin. 4. Folic acid/folate. 5. Vitamin C/ascorbic acid. 6. B vitamins. 7. Vitamin B6. 8. Vitamin B12. 9. Biotin. 10. Pantothenic acid. 	<p>1 mark</p> <p>2 x ½ mark for each vitamin</p>
4	Name two statutory pieces of information found on food labels.	<ol style="list-style-type: none"> 1. Name of food. 2. (Net) quantity/weight 3. List of ingredients. 4. Date coding. 5. Special conditions for storage. 6. Name and address of manufacturer/packer/seller. 7. Place of origin. 8. Instructions for use/cooking/reheating. 9. Nutritional information if a nutritional claim is made. 	<p>1 mark</p> <p>2 x ½ mark for each piece of statutory information</p>

Question		Response	Marking Guidelines
5	State two adaptations which can be made in the home for a disabled family member.	<ol style="list-style-type: none"> 1. Install stair lift. 2. Install hand rails. 3. Install bath seats/install walk in bath. 4. Install a shower cubicle. 5. Raised toilet seat. 6. Lift all rugs. 7. Adapt taps. 8. Install an access ramp. 9. Purchase small appropriate gadgets eg can opener. 10. Change a public room to a bedroom. 11. Install a downstairs toilet. 12. Install Mobile Emergency Care Services. 13. Install electrical sockets at waist height. 14. Alter height of kitchen worktop. 15. Install sink which can change height. 16. Install a wet room. <p>Other relevant adaptations are acceptable.</p>	<p>1 mark</p> <p>2 x ½ mark for each adaptation</p>
6	Identify two dietary factors which may contribute to osteoporosis.	<ol style="list-style-type: none"> 1. Poor calcium absorption by the body due to lack of protein/Vitamin D. 2. Not enough calcium eaten in diet. 3. Lack of Vitamin D. 4. Lack of phosphorous. 5. High intake of alcohol. 6. High intake of saturated fat. 	<p>1 mark</p> <p>2 x ½ mark for <u>each</u> dietary factor</p>

Question		Response	Marking Guidelines
7	What does the abbreviation WRVS stand for?	Women's Royal Voluntary Service.	1 mark for correct abbreviation
8	Give one advantage of the chip and pin method of payment.	<ol style="list-style-type: none"> 1. A more secure way to pay with credit/debit cards. 2. Customers are asked to enter a four-digit Personal Identification Number (PIN) therefore helping to prevent fraud. 3. A Personal Identification Number (PIN) is used to verify payment instead of a signature, therefore more secure. 4. Quicker as it saves time at checkout. 5. Can be used at express checkouts at supermarkets/petrol stations. 	1 mark for correct advantage
9	Give two benefits of Fair Trade products.	<ol style="list-style-type: none"> 1. In some cases the quality of the product is higher. 2. Improves the wages/working conditions of workers producing the goods. 3. Fair Trade organisations bypass the middle people so cheaper products. 4. Environmentally friendly practices are used to produce these products. 5. Local resources are used for production. 6. Profit is often out into the community to improve conditions. 7. Most of the trade is facilitated by charities and profit goes to growers. 8. Profit goes to growers not large companies. 9. Used for goods that cannot be made in the UK. 	2 marks 2 x 1 mark for each correct benefit

Question		Response	Marking Guidelines
10	Identify one advantage and one disadvantage of organic foods.	<p>Advantages of organic food</p> <ol style="list-style-type: none"> 1. Many people believe organic foods taste better. 2. Organic products use fewer fertilisers/chemicals. 3. Free from chemicals/pesticide residues and better for health. 4. Less harmful to the environment. 5. Increased popularity/competition so this may eventually mean a price reduction for the consumer. 6. More organic products are being developed/consumer will have a wider choice. 7. Organic foods may be more in keeping with some people's ethical beliefs. 8. May be higher in nutrients/more nutrients. 	<p>2 marks</p> <p>1 mark for one advantage</p>

Question	Response	Marking Guidelines
	<p>Disadvantages of organic foods</p> <ol style="list-style-type: none"> 1. Organic foods tend to be expensive. 2. Quality may be less uniform/appearances may be less attractive. 3. Maintaining quality may not be so easy due to the absence of pesticides/preservatives. 4. Organic products are not completely fertiliser/chemical free. 5. Some fertilisers are still permitted in organic farming therefore some risk to health is still possible. 6. The evidence as to the health benefits of organic products is still not proven. 7. Difficult to ensure that each product is 100 per cent organic. 8. Shelf life is shorter. 	<p>1 mark for one disadvantage</p>

Question		Response	Marking Guidelines
12	Give two benefits of the British Standards Institution (BSI) to the consumer.	<ol style="list-style-type: none"> 1. It sets standards a product should reach therefore protecting the consumer against unsafe products. 2. It tests products to see that they conform to safety standards so assures the consumer. 3. The Kitemark symbol gives consumers assurance (that the product really does conform to appropriate British Standards and therefore should be safe.) 	<p>2 marks</p> <p>2 x 1 mark for each correct benefit to the consumer</p>
13	Explain two benefits of exercise.	<ol style="list-style-type: none"> 1. Reduces stress levels. 2. Develops muscles. 3. Promotes good circulation. 4. Encourages socialising which improves mental outlook. 5. Helps to control weight. 6. Improves body shape. 7. Lowers the risk of Coronary Heart Disease (CHD). 8. Reduces fatigue/tiredness. 9. Improves flexibility. 10. Reduces the risk of osteoporosis. 11. Builds strong bones and muscles in children. 12. Burns calories. 13. Reduces depression/promotes feeling of well being/produces endorphins. 14. Reduces blood pressure. 15. Boosts immune system. 	<p>2 marks</p> <p>2 x 1 mark for each correct benefit</p>

Question		Response	Marking Guidelines
14	Explain two advantages of elastomeric fibres.	<ol style="list-style-type: none"> 1. The addition of elastomeric/elastane fibres allows fabrics to hold shape after repeated laundering/no bagging at knees after repeated wear. 2. The addition of elastomeric/elastane fibres can give added versatility to natural fibres. 3. Particularly useful for close-fitting items of clothing (eg for swimwear/aerobics clothing.) 4. Fashion/leisurewear/clothing containing elastomeric yarns have extra comfort for the wearer. 5. Fashion/leisurewear/clothing containing elastomeric yarns have extra flexibility for the wearer. 6. Elastomeric/elastane fibres are easy to launder. 7. Can improve performance in sports by reducing drag. 8. Can improve performance when swimming by reducing drag. 9. Improve appearance of formal wear. 10. Can allow for temporary changes in body shape (eg waistbands can increase by 5cm). 11. Can withstand domestic laundering. 12. Resistant to light/oxidation. 13. Cannot be seen in the finished fabric. 14. Wrinkle/crease resistant. 15. Elastomeric fibres have the ability to increase in length (elongation) and then return to their original length (recovery). 	<p>2 marks</p> <p>2 x 1 mark for advantages</p>

Section B

1 a) Identify and explain **four** functions of the family.

Marking Instructions:

4 x ½ mark for each function.

4 x 1 mark for explanation function of the family.

Function must be identified before mark is awarded for explanation. Where function is incorporated in the explanation this can be credited.

Total – 6 marks (KU)

Factor	Explanation
<p>1. Care/support</p>	<ol style="list-style-type: none"> 1. Care/support is essential to make sure that a child/family member develops into an independent person within the family. 2. It is essential that parents ensure their children are well fed to maintain good health. 3. Parents should provide adequate clothing for their children to protect them from the elements. 4. Parents have a duty to their children to provide adequate shelter/a home for their family to maintain good health. 5. Siblings should provide care and support for one another. 6. In a family, as children grow up they can look after and support their parents. 7. Family members provide care and support for each other, especially during times of bereavement or loss. 8. It is a duty of the family to ensure that family members are cared for and supported at all times.
<p>2. Reproduction</p>	<ol style="list-style-type: none"> 1. Reproduction/nurturing of children was traditionally seen as a function of the family and the main reason for marriage.
<p>3. Emotional support/love/companionship</p>	<ol style="list-style-type: none"> 1. A family must provide love to one another; this will ensure that they feel cared for. 2. It is essential that the family provides emotional security for one another to allow a feeling of general well being. 3. Families should provide friendship to one another to allow family members to feel they can turn to one another when necessary. 4. Families should provide a secure emotional support system to one another, especially at difficult times.

4. Social control	<ol style="list-style-type: none"> 1. It is the families' duty to ensure that children are trained in social skills; this will result in them being able to get on well with those around them. 2. Families should ensure that children are trained in social skills to allow them to behave appropriately with varying situations and people. 3. Children learn the difference between right and wrong, good and bad behaviour from their families.
5. Socialisation	<ol style="list-style-type: none"> 1. It is the families' duty to socialise a child from as early as possible to allow the child to develop confidence in varying situations. 2. Socialisation is the lifelong process of learning the culture of any society – this process starts within the family unit.
6. Education/training	<ol style="list-style-type: none"> 1. It is the responsibility of the parents/family to ensure that each child is educated to the age of 16. 2. Parents and the family are responsible for teaching children right and wrong as well as the rules of the society we live in.
7. Economic support/ money/financial support	<ol style="list-style-type: none"> 1. Parents should support their children in their basic needs for food/shelter/clothing/warmth.
8. Provide food	<ol style="list-style-type: none"> 1. A parent/child/family member should provide food for members of the family/children/elderly/disabled/dependents.
9. Provide shelter	<ol style="list-style-type: none"> 1. A parent/child/family member should provide shelter for members of the family/children/elderly/disabled/dependents. 2. A parent/child/family member should provide warmth for members of the family/children/elderly/disabled/dependents.
10. Provide clothing	<ol style="list-style-type: none"> 1. A parent/child/family member should provide clothing for members of the family/children/elderly/disabled/dependents.
11. Ensure safety/ protection	<ol style="list-style-type: none"> 1. A parent/child/family member should provide a safe environment/ protection for members of the family/children/elderly/disabled/ dependents to prevent accident/injury. (accept examples eg. smoke alarms/baby alarms etc)

1 b) Evaluate **each** of the following statutory services to a family.

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

Marking Instructions:

4 x 1 mark for each point of evaluation linked to statutory service for a family

At least one point from each option.

Total – 4 marks (EV)

(i) Social Services

Positive

1. The range of social services provided to families is extensive **which** is good for families **as** it ensures that families can access a wide range of support.
2. The Social Services are a vast statutory service that can be accessed by all families in the UK. This is **therefore** beneficial for families as it does not cost them any money.
3. The Social Services can be accessed from the ‘cradle to the grave’; **which** is good for families **as** it means everyone is entitled to use them.
4. The Social Services can provide a range of specialised services that will help families in need; **therefore** this support will be beneficial to families at difficult times.
5. The Social Services provide free milk/vitamins to low income families; **which** is good for families **as** it prevents ill health.
6. The Social Services are an agency which can provide families with information and advice; this **therefore** is good for families **as** they may not have previously been aware how to access this information.
7. The Social Services provide a wide range of benefits to families eg maternity allowance, unemployment benefit, this will **therefore** be beneficial to families **as** it will ease their financial situation.
8. The Social Services provide housing for families who are homeless; this will **therefore** be an invaluable service to families who require this support.
9. Social Services include community dieticians/health visitors which provide advice and support to families. This is **therefore** good for families **as** it helps to maintain their good health.

Negative

1. Families may feel that they cannot access the Social Services **as** there is a stigma attached to using these services, **which** is not good for the families as they will still find themselves in the same problem.
2. Although the Social Services are free at the point of use, families who earn a living will be paying for these through taxation **which** is **therefore** costing families money.
3. Many Social Services take a long time to access **which** would not be beneficial to a family who were in urgent need of support.
4. Many families may not be aware that they are entitled to access certain Social Services **therefore** they would not benefit from them.

(ii) National Health Services

Positive

1. The National Health Service provides a wide range of services that are free to everyone. This is **therefore** good for the family **as** it ensures they have a medical service regardless of financial circumstances.
2. The NHS provides a whole range of services, **which** is good for families **as** it ensures that all health needs can be looked after.
3. Many people in the family unit are entitled to receive free health treatments; **which** is good for the family **as** it is a means of saving costs.
4. The NHS provides lots of places to go to for receiving treatments, **which** is good for families **as** it may mean that they do not have to travel far to access these services.
5. The NHS provides a 'cradle to grave' service **which** is good **as** it ensures that all members of the family can be treated no matter what their age.
6. The NHS works to prevent illness this is good for the family **as** it ensures that for eg some illness are detected at an early age which **therefore** prevents further worry.
7. Family members may be targeted by the NHS campaigns for eg anti-smoking, this is good **as** it may **therefore** prevent illness for that particular family member.

Negative

1. Although the NHS is free at point of use, it is paid for through taxation **which** is not **as** good for families as income is reduced due to taxation.
2. For families who are in employment the NHS asks for some services to be paid for at the time of treatment. This is **therefore** not **as** good for families as treatment can be expensive.
3. For some families the NHS cannot treat the condition quickly enough **therefore** they have to turn to private care, this is not good financially for families **as** they have to pay for it.
4. The NHS appointments are often too far in advance **which** is not good for families who need to see a medical professional quickly, this can result in misery for families.
5. Not all treatments are available on the NHS, which means families will have to spend a lot of money purchasing these goods/services privately, **which** is not good financially for families.

1 c) Evaluate **each** of the following steps a family could take to manage debt.

- (i) Take out a personal loan
- (ii) Use a credit union
- (iii) Contact Citizens Advice Bureau (CAB)
- (iv) Contact bank.

Marking Instructions:

4 x 1 mark for each point of evaluation linked to each step, the family and debt.

Total – 4 marks (EV)

(i) Take out a personal loan

Negative

1. This is not a good step to take even if using it to consolidate debts **as** these loans can charge high interest **which** in turn will lead to further debt for the family.
2. Not a good step to take **as** the family is already in debt and **therefore** this will only increase the amount of debt owing.
3. This is not a good step to take **as** loan interest rates can be high and are an expensive way to pay off existing debts **which** will lead the family into further debt.
4. Not a good step to take **as** the loan will have to be paid back in monthly instalments which may be expensive **therefore** expenditure for the family will not decrease but may increase.
5. This is not a good step to take **as** the family may be refused the loan by the bank **therefore** not solving the problem and causing them more stress.
6. This is not a good step to take **as** the family would receive the loan payment in full and may be tempted to spend it on something other than the debts **therefore** increase debts significantly.

Positive

1. Consolidating loans into one loan can be a good way of the family managing their payments and **therefore** help them be more in control of their debt.
2. Interest rates are very competitive at the moment and **therefore** it may be good for the family to shop around for the cheapest personal loan.
3. If the interest rate is low it may give the family the opportunity to repay debt at affordable amounts **which** makes it easier to manage their debt.

(ii) Use a credit union

Positive

1. Credit unions welcome everybody from within the common bond **therefore** families will be accepted regardless of income/employment status/age **which** means the family will have access to loans for their debts.
2. The credit union will give the family a loan which will **therefore** allow them to consolidate all other loans into one **so** making debt more manageable.
3. The family will have access to bigger loans as the credit union gets bigger **which** means they may be able to pay off numerous other debts quicker.
4. The credit union will offer the family a loan at a low interest rate to pay off other existing debts which **therefore** will assist the family in dealing with their debts.
5. Credit unions provide members with help and support on managing their financial affairs **therefore** this will be good for the family **as** they will get advice on existing debt.
6. Credit unions encourage members to save regularly **which** is good for the family **as** it is teaching them how to handle their finances.
7. Credit unions have to be registered and independently audited **which** is good for the family **as** it means they are dealing with their debt through a regulated body and will not lose more money.

Negative

1. Families will have to belong to a 'common bond' before becoming a member of a credit union which **therefore** means that their debt may be increasing until they can become a member.
2. If it is a small credit union that the family are part of then they will only have access to small loans which will **therefore** mean they may not be able to pay off their existing debt.

(iii) Contact Citizens Advices Bureau (CAB)

Negative

1. There may not be a local/convenient CAB **which** will make it difficult for the family to use this service to help manage their debt.

Positive

1. This is a wise step for the family to take as the CAB offer specialist advice on debt problems **therefore** this will help the family to start sorting out their money/debt problems.
2. This is a good step to take as the CAB employ specialist money advice workers that will **therefore** direct the family into solving his/her debt problems.
3. This is a good step to take for the family as the CAB will offer to assist them in drawing up a plan of action to deal with the debt **therefore** helping to solve the problem.

(iv) Contact bank

Negative

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

Positive

1. This is a good step for the family to take **as** the bank will provide a reliable source of advice on how to ease the debt **therefore** possibly reducing the family's debt.
2. This is a good step to take **as** the bank may allow the family a small amount of time to sort out their debts before adding on large bank charges **therefore** preventing the debt growing.
3. This is a good step to take **as** the bank may assist the family in drawing up an affordable repayment plan **therefore** preventing debts getting any bigger.

1 d) Identify and explain **four** factors which affect food choice.

Marking Instructions:

4 x ½ mark for correctly identified factor.

4 x 1 mark for explanation linked to food choice

Factor has to be identified before mark is awarded for explanation. Where the factor is incorporated in the explanation this can be credited.

Total – 6 marks (KU)

Factor	Explanation
<p>1. Money available/ income/cost of food</p>	<ol style="list-style-type: none"> 1. Those on low incomes will not have such a wide choice when shopping for food. 2. Low income shoppers will not have money to spend on expensive food products therefore will select cheaper alternatives. 3. Many low income shoppers will buy the supermarket’s own brand food items to make a saving. 4. Consumers on low income may make use of money off coupons received which will direct them to a particular food product. 5. Consumers choose to purchase food they can afford therefore avoiding more expensive foods that they cannot afford. 6. Available income may influence the types of shops that people tend to use for their food shopping therefore possibly limited food purchased. 7. Elderly people may be limited to their pension which will affect the foods they can choose as some may only have enough to buy cheaper quality produce. 8. Single people/families with more available income may choose to buy more expensive foods/shop at more expensive shops for their food. 9. High income households may buy luxury ranges of food products (eg ready meals/exotic fruits/vegetables.)
<p>2. Cultural/religious influences/ celebrations</p>	<ol style="list-style-type: none"> 1. There are many different traditions associated with food and therefore season/celebration will influence the type of food available for purchase eg Easter/Christmas etc have various food traditions associated with them. 2. We are a multicultural community and therefore many foods will be available for people who have a variety of food they are not permitted to eat eg Muslims do not eat pork which means they have less food choice.

3. Education/Nutrition education/ knowledge of healthy eating	1. The consumers' knowledge about the food/how to prepare/cook the food will affect whether they choose to select it or not.
4. Geographical location	1. Range of shops within local area will influence what type of food can be purchased. 2. Access to transport to travel further for shops selling a wider range of foods may limit the choice of foods the consumer may purchase. 3. If a consumer has far to travel on public transport this will influence the type of food product purchased as they will not want to carry them too far.
5. Health/special diets	1. Depending on state of health, consumers may choose to eat foods low in fat/salt/sugar etc which will therefore dictate which foods they purchase. 2. May be following a weight reducing diet and therefore want foods low in fat. (Each dietary condition could have a suitable example so will therefore affect foods chosen.) 3. A person with a physical disability may need easier access to shop/shelves/trolleys/signs etc. This will affect the food choice as they may avoid going to the shops/cafes/restaurants where access is difficult. 4. A person's age and stage in life will influence the type of food chosen eg elderly people will not select food which is difficult to chew as they may have false teeth.
6. Marketing/promotional influences	1. Various methods of promotion can be used to promote the manufacturers/retailers product which may influence some consumers to buy the food. 2. Promotion of a food product may make a person choose the food product they didn't originally intend to purchase.
7. Advertising/media	1. Advertising may persuade a person into buying a food product because they have been made aware of it. 2. Advertising raises awareness of new food products now available/special offers/changes to the product that might be of interest to the consumer this then persuades them to purchase it.

<p>8. Transport</p>	<ol style="list-style-type: none"> 1. Those on low income may not have money to own a car therefore transport to shops for groceries may be difficult, resulting in local shops being the only choice for food products, this may limit choice. 2. What the shopper can carry home if they do not have own transport limits food choice greatly and heavy/bulky items cannot be purchased.
<p>9. Special offers/ promotions/money off coupons</p>	<ol style="list-style-type: none"> 1. Some consumers will look for foods on special offer to allow them to make a saving on food products. 2. Some consumers may make use of “buy one get one free” offers, this will save them money but will influence their choice of food.
<p>10. Cooking skills</p>	<ol style="list-style-type: none"> 1. Consumers who do not have a good range of cooking skills may be influenced to buy cheaper ready/convenience meals to save money. 2. Those who have good cooking skills but are on a low income may regularly buy food products in bulk which can be frozen and can save money in the long term.
<p>11. Family influences/ peer pressure</p>	<ol style="list-style-type: none"> 1. The main person doing the shopping may greatly influence the purchase of food and therefore will influence choice. 2. If food is purchased which is liked there will be very little waste therefore it is more likely that the family will purchase this regularly. 3. Some families purchase different convenience foods/ready meals for each family member which will be more expensive.
<p>12. Availability of electrical/cooking/ storage equipment/ cooking facilities</p>	<ol style="list-style-type: none"> 1. Some consumers may not have a wide range of kitchen equipment available to them therefore recipe selection/food selection may be limited. 2. Only basic equipment will be available to low income families therefore limiting choice of ingredients/recipes/dishes that can be prepared.
<p>13. Environmental issues</p>	<ol style="list-style-type: none"> 1. Some people will only buy food grown in this way because it uses animal/vegetable waste material rather than man-made fertilisers/chemicals. 2. Consumers may be frightened that man-made chemicals could contain carcinogens (cancer-forming agents) and choose organic foods. 3. Organic food has become a ‘fashion’ or ‘trend’ with certain better-off income groups who can afford to buy them. 4. Organic food is generally more expensive but may have a better flavour which attracts consumers to buying it.

14. Food politics	<ol style="list-style-type: none"> 1. Some consumers will choose to avoid buying foods that they believe to contain genetically manufactured foods. 2. Some consumers now choose to buy their food that is additive free as they believe that it is healthier/less likely to affect the behaviour of their children.
15. Food scares	<ol style="list-style-type: none"> 1. Occasionally there are food scares which are highlighted in the media and this will make sales of the affected food drop eg eggs/meat/lamb etc
16. Technology	<ol style="list-style-type: none"> 1. Online shopping may provide access to bargains not available in store. 2. May not have products/brands requested and supermarket may make substitutions which means the consumer does not get food originally selected.
17. Ethical Beliefs/ moral concerns	<ol style="list-style-type: none"> 1. Consumers who are pro animal welfare may avoid battery eggs/chicken/meat etc.
18. Lifestyle factors	<ol style="list-style-type: none"> 1. Busy people may rely on more convenience/fast/carry out meals to save time. 2. Some people may take more interest in food as they choose to entertain at home/have an interest in cooking.
19. Foreign travel/ holidays	<ol style="list-style-type: none"> 1. Travel abroad and tasting different foods may lead to sourcing the foods/eating out in different restaurants etc when home.
20. Likes/dislikes/ aesthetic appeal	<ol style="list-style-type: none"> 1. People will choose to eat foods they enjoy/avoid foods they dislike. 2. Foods that look good/smell good/taste good will encourage the person to choose the food again.
21. Allergies/food intolerances	<ol style="list-style-type: none"> 1. People with food allergies/food intolerances will avoid certain foods as they become ill. (Accept examples eg shellfish, eggs, nuts, wheat, milk etc)
22 Climate/seasonal foods	<ol style="list-style-type: none"> 1. Certain foods are only available in a specific season (eg strawberries in summer) so may affect what people choose to buy 2. Seasonal foods can be cheaper to buy therefore may influence consumer choice of food 3. Cold foods may be eaten in summer when the weather is warm. 4. Hot foods may be consumed in winter to help keep the body warm. 5. Some foods are traditionally eaten at various seasonal occasions eg Brussels sprouts at Christmas

<p>23. Age</p>	<ol style="list-style-type: none"> 1. Babies consume mothers/baby/formula milk when they are first born. 2. As people become older they may find it difficult to consume very spicy foods/foods that interfere with dentures etc Accept any appropriate example/explanation.
<p>24. Current trends</p>	<ol style="list-style-type: none"> 1. Some foods go through an increase in popularity as they may be associated with particular health benefits (Accept example eg blueberries/cranberries/loganberries etc) 2. Current styles of cooking/celebrity chefs may be food consumed.

- 2 a) The table opposite shows a day's nutrient content of meals eaten by a vegetarian man. Using your knowledge of nutrition, and the information provided, evaluate the suitability of this day's nutritional intake.

Marking Instructions:

5 x 1 mark for each detailed point of evaluation for this vegetarian man.

Total – 5 marks (EV)

Energy

1. Energy intake is higher and this could be bad **as** this may cause the **vegetarian man** problems with overweight/obesity.
2. Energy intake is higher and this could be bad **as** this may cause the **vegetarian man** problems leading to heart disease linked to obesity.
3. Energy intake is higher and this could be good if the **vegetarian man** is physically active through his occupation/sporting activity **as** he may use up the energy and **therefore** avoid developing overweight/obesity.

Protein

1. The **vegetarian man's** protein intake is low, this could be a problem, perhaps he is a vegan and therefore not sourcing sufficient protein **as** he may only be taking in low biological sources such as pulses.
2. The day's intake of protein is low which could be a problem **as** this may cause the **vegetarian man** problems for the maintenance of his body cells.
3. The day's intake of protein is low which could be a problem however, this only indicates the intake for one day and he may take in additional protein on other days that week **therefore** meeting the **vegetarian man's** needs over a period of time.
4. The day's intake of protein can be used as a secondary source of energy, if the **vegetarian man's** energy intake continues to be low this could be a problem **as** his protein indicates this **therefore** could mean he will be tired/lethargic

Folic Acid

1. The day's intake of folic acid is high, this is good **as** the **vegetarian man** needs folate for the formation of blood cells and **therefore** this will help to prevent anaemia.

Iron

1. The **vegetarian man's** iron intake is above the recommendations, which could be beneficial **as** this should prevent anaemia.
2. The **vegetarian man's** iron intake is above the recommendation which could be beneficial as it should prevent him becoming tired/lack of energy **as** iron is required for the production of haemoglobin which delivers oxygen to cells.

Vitamin C

1. The day's meals provide the **vegetarian man** with more Vitamin C which is beneficial, this is important **as** it ensures the man can absorb iron to prevent anaemia.
2. The day's meals provide the **vegetarian man** with slightly more Vitamin C which is beneficial, which is important **as** Vitamin C is required for the production of blood/the walls of blood vessels.
3. The day's meals provide the **vegetarian man** with slightly more Vitamin C which is beneficial, which is important **as** it is required for the maintenance of healthy tissue/skin/formation of connective tissue.
4. The day's meals provide the **vegetarian man** with slightly more Vitamin C than required which could be a problem **but** this should not be harmful to the man as Vitamin C is water soluble and excess should be removed from the body.
5. The day's meals provide the **vegetarian man** with slightly more Vitamin C which is beneficial **as** Vitamin C is an antioxidant vitamin which could help prevent cancer/heart disease in later life.

Fat

1. Total fat intake is below the recommended maximum of 35% which is beneficial **as** the **vegetarian man** is not obtaining his energy from concentrated sources of energy so less risk of obesity.
2. No indication of what proportion of total fat intake is saturated and polyunsaturated which could be a problem **because** no more than 11% should be from saturated fats which would help prevent development of coronary heart disease in later life for this **vegetarian man**.
3. As the man is a **vegetarian man** most of the sources of fat will be polyunsaturated which will be beneficial **as** it will therefore help to prevent coronary heart disease in later life.

Calcium

1. The day's meals provide the **vegetarian man** with slightly less calcium than required, this could cause a problem **as** calcium is required for strength to bones and he could suffer from osteoporosis in later life.
2. The day's meals provide the **vegetarian man** with slightly less calcium than required, this could cause a problem **as** calcium is required for strong teeth, therefore he may be more prone to tooth decay.
3. The day's meals provide the **vegetarian man** with slightly less calcium than required this could cause a problem **as** blood may not clot after an injury.
4. The day's meals provide the **vegetarian man** with slightly less calcium than required, this could cause a problem **as** it could affect correct functioning of nerves and muscle in the long term.

NSP

1. The day's meals provide the **vegetarian man** with an excess of NSP, this is beneficial to his health **as** it aids the removal of waste products which could be toxic to the body.
2. The day's meals provide the **vegetarian man** with an excess of NSP, this is beneficial to his health **as** it absorbs water ensuring his faeces are soft and bulky, enabling them to pass along intestine easily.
3. The day's meals provide the **vegetarian man** with an excess of NSP, this is beneficial to his health **as** it helps reduce his risk of various bowel disorders/constipation/diverticular disease/bowel cancer/haemorrhoids.
4. The day's meals for the **vegetarian man** provides an excess of NSP, this could hinder absorption of calcium/iron and **therefore** lead to osteoporosis in later life/anaemia.

2 b) Identify and explain **two** uses of additives in food.

Marking Instructions:

2 x ½ mark for each identified use of an additive.

2 x 1 mark for explanation of use.

Use must be identified before mark awarded. Where use is incorporated in the explanation this can be credited.

Total – 3 marks (KU)

Use of additive	Explanation
<p>1. Preservatives</p>	<ol style="list-style-type: none"> 1. Help to keep food safer longer by protecting it from micro-organisms (bacteria, fungi and moulds). 2. Lengthens the shelf life of foods. 3. Enables manufacturers to transport food in bulk which is cheaper and keeps cost down. 4. Protects food from contamination by micro-organisms/less risk of food poisoning for consumers. 5. Prevents wastage of foods for retailers/consumers as shelf life is extended. 6. Can be added to some fruits e.g. apples to prevent browning – unpleasant discolouration.
<p>2. Antioxidants</p>	<ol style="list-style-type: none"> 1. Prolongs shelf life of foods by protecting against deterioration caused by exposure to air. 2. Prevents fats becoming rancid so extending shelf life/preventing waste/prevents unpleasant flavours which make food unpleasant to taste. 3. Prevents colour changes in certain products, so maintaining their aesthetic appeal.
<p>3. Sweeteners</p>	<ol style="list-style-type: none"> 1. Added to enhance the sweetness of foods, so preventing use of sugar. 2. Added to give the product a reduced sugar content, so allowing health claims/dietary target claims/reduced-calorie intake. 3. Useful to people on low-calorie diets who are trying to lose weight. 4. Added to products as they are safer to teeth than sugar, and so will encourage sales if this benefit is highlighted. 5. Can be added to products such as jams to allow diabetics to eat the food.

4. Flavourings/ flavour enhancers	<ol style="list-style-type: none"> 1. Makes flavours in some foods stronger. 2. Added to foods in small amounts to improve taste. 3. Added to foods in small amounts to give odour. 4. Used to produce artificial flavours in foods where 'real' flavours may add to cost (eg yoghurt). 5. Used to add flavours to foods which when processed could not replicate natural flavour.
5. Colourings	<ol style="list-style-type: none"> 1. Restores the colour lost due to processing, so improving their appearance. 2. Enhances the colour of certain foods to make them more attractive.
6. Emulsifiers/ stabilisers	<ol style="list-style-type: none"> 1. Stabilisers prevent the ingredients separating again, so maintaining a good product. 2. Allow the manufacturer to produce a product which can remain stable on the shop shelf or during transport and distribution. 3. Improve the consistency of the food. 4. Produce special characteristics required in certain products ie viscosity of the product (thickness or thinness), smoothness and stability. 5. Help produce 'healthy' products eg low-fat spread and so contribute to consumer's health.
7. Anti caking agents	<ol style="list-style-type: none"> 1. Helps prevent powdery products clumping together (eg custard powders).
8. Rising agents	<ol style="list-style-type: none"> 1. Used to lighten cakes/baked products.
9. Thickening agents	<ol style="list-style-type: none"> 1. Use to form a gel to thicken sauces.
10. Nutrients	<ol style="list-style-type: none"> 1. Vitamins/minerals are used to enrich certain foods (eg breakfast cereals/juices.)

2 c) Evaluate the use of genetically modified foods to the consumer.

Marking Instructions:

3 x 1 mark for each point of evaluation which must be linked to the consumer.

Total – 3 marks (EV)

Positive

1. Genetic modification is good **as** it reduces losses in the supply of certain food items such as crops **so** more stable prices for **consumers**.
2. Genetic modification is good **as** it reduces losses in the supply of certain food items which results in less waste **so** more stable prices for **consumers**.
3. Genetic modification is good **as** it reduces losses in the supply of certain food items which can result in a constant supply of food **so** more stable prices for **consumers**.
4. Genetic modification is good **as** it can improve the nutritional value of foods **so** benefiting **consumers**.
5. Genetic modification is good **as** it can manipulate the genes in the food such as increasing the protein content in food **so** benefiting **consumers**.
6. Genetic modification is good **as** it can assist in the preservation of food by preventing the ripening of fruits/vegetables which enables a longer shelf life and **therefore** benefiting the **consumer**.
7. Genetic modification is good **as** it can produce foods in greater quantities and so ensure supply (eg milk), **therefore** may mean a lower/more stable price of food items benefiting the **consumer**.
8. Genetic modification is good when it can help to modify foodstuffs **therefore** help the consumer meet dietary targets eg beef/pork with lower fat content.
9. Genetic modification is good **as** it can increase the variety/texture/appearance of food **so** increase **consumer** choice eg enhanced colour in vegetables.
10. Genetic modification is good **as** it can increase the shelf life of fresh foods without the use of preservatives/additives, and **therefore** nutritional benefits can be gained without any possible additive allergies for the **consumer**.

Negative

1. **Consumers** may not like GM foods as they may have moral/religious/cultural problems with using these foods **therefore** they are not suitable for some religions.
2. **Muslims/Sikhs/Hindus** (consumer) may have ethical objections to consuming organisms in genetically modified food which contain copy genes from animals and **therefore** are not permitted in their religion.
3. **Strict vegetarians** (consumer) would object to using copy genes of animal origin in genetically modified food in a plant **therefore** not eat them so limits their choice.
4. Some **consumers** may not like GM foods as they may be concerned that genetically modified food is not natural and **therefore** not eat them.
5. Fear of the unknown/new in genetically modified food and the possible long term health effects on **consumers** may **therefore** make consumers have a negative attitude towards genetically modified food.
6. **Consumers** may be concerned about the environmental aspects of genetic modification and **therefore** not buy the food.
7. **Consumers** may be concerned about how genetically engineered plants and animals could affect wildlife and **therefore** not buy the food.
8. **Consumers** may be concerned about the ethical aspects of genetic modification/the welfare of animals could be at risk and **so** not purchase food.
9. Legislation is needed to require genetically modified foods to be clearly labelled **so** that **consumers** can make informed choices.

2 d) Identify and explain **four** factors which could contribute to obesity.

Marking Instructions:

4 x ½ mark for identification of factor.

4 x 1 mark for explanation.

Factor must be identified before mark is awarded for explanation. Where factor is incorporated in the explanation this can be credited.

Total – 6 marks (KU)

Factor	Explanation
1. Diet too high in energy – fat and/or sugar	1. If energy intake from food is more than energy output over a period of time, then this leads to obesity.
2. High sugar diet	1. Sweets contain high quantities of fat or sugar which can contribute to weight gain, especially if eaten daily between meals or instead of meals. 2. Drinks with added sugar eg sweetened fruit drinks/fizzy drinks can contribute to weight gain.
3. High fat diet	1. Fast foods/snack consumption are both high in fat/energy content and could result in increased risk of obesity.
4. Reluctance to eat fresh fruit and vegetables	1. Some people prefer to snack on high fat/sugar foods rather than fruit/vegetables which are low in energy, and could result in increased risk of obesity. 2. There may be limited availability in the home due to cost or lack of knowledge about how to prepare these foods so choose high energy/fat foods instead and could result in increased risk of obesity.
5. Increased consumption of pre-prepared/ convenience meals.	1. There is an increasing tendency for these meals to be used in the home as an alternative to home-made meals – these foods can be high in fat/sugar and could result in increased risk of obesity.
6. Huge increase in range of convenience food/ fast-food eating outlets	1. More take-aways are eaten and these can have a high energy value leading to obesity.
7. Diet low in NSP/ total complex carbohydrates	1. These are both filling and are therefore less likely to lead to snacking on high fat and sugar foods which may cause obesity.

8. Lack of sensible eating habits	<ol style="list-style-type: none"> 1. Poor eating habits may have developed from childhood/snacks eaten in preference to regular meals/increased ‘grazing’ between meals which leads to obesity.
9. Lack of exercise and physical activity, due to the following factors:	<ol style="list-style-type: none"> 1. Increased use of cars by all members of the family/do not walk to work/school and don’t burn off energy consumed and could result in increased risk of obesity. 2. Lack of sports facilities locally/or the cost may be too high and therefore don’t burn off energy leading to obesity. 3. An increasing number of people just watch TV/play computer games which result in little energy being burned and could result in increased risk of obesity. 4. Parents may be inactive and do not encourage teenagers to take part in sports outside school so little energy is burned and could result in increased risk of obesity. 5. Parents may be concerned about the safety of children outdoors which means they are not using energy playing outside and could result in increased risk of obesity.
10. Advertising and media	<ol style="list-style-type: none"> 1. These promote snack foods and often high fat and sugar foods which appeal to children/teenagers leading to obesity.
11. Family income	<ol style="list-style-type: none"> 1. Where income is limited, cheaper, poorer-quality foods may be bought in quantity – often high fat and sugar foods – in preference to more expensive protein foods or fruit and vegetables, leading to obesity. 2. Higher income may mean more disposable income (being given to teenagers) which, in turn, may provide them with greater opportunity to buy snacks/fizzy drinks leading to obesity. 3. Higher income may lead to more convenience type foods being bought to accommodate a busy lifestyle and as these foods are often high in fat/sugar they may lead to obesity.
12. Poor eating habits	<ol style="list-style-type: none"> 1. Eating habits and food fads are developed in childhood and are difficult to change resulting in obesity. 2. High fat/sugar diet in childhood leads to problems such as obesity in later life. 3. Increased ‘grazing’ between meals leading to high energy consumption and weight gain.

13. Lifestyle	<ol style="list-style-type: none"> 1. Lack of time for shopping – hence the preference for quick-to-prepare meals which require little food preparation and cooking. Convenience foods are often high in fat/sugar so leads to obesity. 2. Increased ownership of microwaves/freezers makes convenience type foods useful for families which are high in fat/energy and so leads to obesity. 3. The huge increase of convenience foods and available eating outlets can lead to people eating too many convenience or take-away foods, which again often have a high energy value and could result in increased risk of obesity.
14. Psychological factors	<ol style="list-style-type: none"> 1. If a person is anxious/depressed/bored/lonely she/he may find eating a great comfort and do so to excess and could result in increased risk of obesity.
15. Parental influence	<ol style="list-style-type: none"> 1. Poor eating habits tend to be passed down through families and so obese parents often have obese children. 2. Lack of food preparation skills leads to a reliance on convenience foods which may be high in fat/sugar/low in fruit/vegetables/NSP so leading to obesity.
16. Peer group pressure	<ol style="list-style-type: none"> 1. People with friends who eat high energy foods may choose to eat similar foods which could result in obesity.
17. Large portion sizes	<ol style="list-style-type: none"> 1. Obese people may serve larger food portions/portions with high energy/fat/carbohydrate which contributes to obesity.
18. Increased availability of restaurants/food outlets	<ol style="list-style-type: none"> 1. There are many restaurants/take-aways/food outlets available (at all hours) selling high fat/sugar foods which leads to obesity.
19. High alcohol consumption	<ol style="list-style-type: none"> 1. Alcohol contains a lot of energy (especially alcohol pops) and so will lead to obesity if consumed in large quantities.

2 e) Explain **three** responsibilities of the Environmental Health Department.

Marking Instructions:

3 x 1 mark for explanation of responsibility.

Total – 3 marks (KU)

1. The Environmental Health Department is responsible for enforcing the Food Safety Act 1990.
2. The Environmental Health Department is also responsible for inspecting food manufacturers/retailers/catering outlets.
3. The Environmental Health Department enforce Occupational Health and Safety regulations.
4. Environmental Health Department works closely with schools/community organisations providing education on local environment/public health/food safety issues.
5. Educational role of the Environmental Health Department is very useful in protecting the interests of consumers.
6. The Environmental Health Department is responsible for protecting the interests of the consumer by dealing with pollution control (eg air quality.)
7. The Environmental Health Department is responsible for protecting the interests of the consumer by dealing with pest control (eg infestations of vermin.)
8. The Environmental Health Department is responsible for protecting the interests of the consumer by dealing with the local environment (eg rubbish collection.)

3 a) Identify and explain **four** benefits of breakfast clubs to school pupils.

Marking Instructions:

4 x ½ for identification of benefit.

4 x 1 mark explanation linked to breakfast clubs and school pupils.

Factor must be identified before mark is awarded for explanation. Where the factor is incorporated in the explanation this can be credited.

Total – 6 marks (KU)

Benefit	Explanation
1. Ensures children have a breakfast	<ol style="list-style-type: none"> 1. Breakfast can be the most important meal of the day so provides 1/3 of the nutrient intake for a day for pupils. 2. Breakfast is an ideal opportunity to encourage fruit and vegetable consumption with pupils in the context of a healthy balanced meal. 3. Breakfast club can offer high fibre NSP cereals to prevent bowel diseases/constipation/bowel cancer etc in later life of pupils.
2. Improved attendance	<ol style="list-style-type: none"> 1. Pupils get into the routine of coming to school where they can purchase a low cost breakfast. 2. Can be used as early morning child care which benefits parents who may be working.
3. Improved punctuality	<ol style="list-style-type: none"> 1. Pupils arrive early to purchase breakfast prior to the start of lessons, therefore improving punctuality. 2. Cut off for serving breakfast is prior to start of school, ensuring pupils who want breakfast have to come early.
4. May help children concentrate	<ol style="list-style-type: none"> 1. Eating breakfast has been shown to improve children’s problem solving abilities/memory/concentration. 2. Improved educational performances as child has the energy to learn.
5. Socialisation	<ol style="list-style-type: none"> 1. Pupils have the opportunity to mix with friends prior to class. 2. Socialising between pupils can take place in a safe environment. 3. Warm, dry environment for pupils to socialise in the winter.
6. Usually low cost or free	<ol style="list-style-type: none"> 1. Low income should not be a barrier for pupils, as breakfast consumption supports low income families.
7. May help reduce families spending	<ol style="list-style-type: none"> 1. Pupils’ food is provided by the school and not the family so therefore saves family money.

<p>8. Provides children with nutritious/ healthy food choices</p>	<ol style="list-style-type: none"> 1. A wide range of healthier breakfast cereals are available to pupils (eg high fibre cereals, cereals containing fruit) to help prevent diet related diseases. 2. A wide range of healthier breakfast cereals etc are available to pupils which will help meet the dietary targets to increase consumption of breakfast cereals. 3. A wide range of breads etc are available to pupils which will help meet the dietary targets to increase consumption of bread. 4. A wide range of fruit/dried fruits added to cereals etc are available to pupils which will help meet the dietary targets to increase consumption of fruit and vegetables.
<p>9. Provides shelter</p>	<ol style="list-style-type: none"> 1. Gives children a warm/safe/secure/calm environment before the school day starts. 2. Allows children to be inside before school starts
<p>10. Safe environment</p>	<ol style="list-style-type: none"> 1. Gives children a warm/safe/secure/calm environment before the school day starts. 2. Allows children to be supervised before school starts
<p>11. Allows parents time to get ready for work/travel to work</p>	<ol style="list-style-type: none"> 1. Children can go to school/be dropped off if the parent leaves for work in the morning.
<p>12. Helps develop good social skills</p>	<ol style="list-style-type: none"> 1. Child will be interacting with other children/adult helpers during the breakfast club.
<p>13. Reduces child care costs</p>	<ol style="list-style-type: none"> 1. Child comes to school rather than going to a child minder so saves the family money.
<p>14. Helps prevent obesity</p>	<ol style="list-style-type: none"> 1. Child eats a well balanced breakfast/does not purchase snack/junk food on way to school.
<p>15. Helps meet dietary targets</p>	<ol style="list-style-type: none"> 1. The child can consume breakfast cereals/bread/fresh fruit etc which will help to meet the dietary targets to eat more of these foods.
<p>16. Reduces snacking</p>	<ol style="list-style-type: none"> 1. If children eat breakfast they will consume TCC foods which help fill them up and prevent them snacking on sweet/fatty foods/ prevents obesity.
<p>17. Provides a place for homework</p>	<ol style="list-style-type: none"> 1. Some schools provide help with homework/place to complete homework before school starts.
<p>18. Introduce new foods</p>	<ol style="list-style-type: none"> 1. Allows children to consume/try foods they may not have eaten before/are not available at home (eg types of fruit/cereals/ bread)

3 b) Evaluate each of the following breakfast options in relation to dietary targets:

- (i) Home baking
- (ii) Breakfast cereals

Marking Instructions:

4 x 1 mark.

Minimum of 1 mark for each breakfast option. Evaluation statement must link to dietary targets.

Total – 4 marks (EV)

Home baking

Positive

1. Home baking can be adapted to include beneficial wholemeal flour/oats etc **therefore** an increase in TCC can help prevent bowel diseases/obesity.
2. Home baking can be adapted to include extra fruit/vegetables **therefore** the consumer can benefit from an increase towards their 400g per day which is beneficial **as** it can help prevent coronary heart disease/obesity/cancer.
3. Home baking can be adapted to include less salt; which is beneficial **therefore** as the baker has control over ingredients, salt can be omitted **thus** helping the consumer to eat less than 6g per day to help prevent hypertension/coronary heart disease.
4. Home baking can be low in fat (if the correct recipes are chosen) which is good as it can **therefore** meet the dietary target to reduce consumption of fat and so reduce obesity.
5. Home baking can be low in sugar which is good (if the correct recipes are chosen) by using natural sugar sweeteners/dried/fresh fruit and **therefore** home baking can meet the dietary target to reduce consumption of sugar and prevent dental caries/diabetes/obesity.
6. Sugar substitutes would be good in home baking **as** they can be used as an alternative to sugar where possible and **therefore** this would help to reduce consumption of sugar and prevent dental caries/diabetes/obesity.

Negative

1. Home baking can be high in sugar, **therefore** the product can hinder the consumer's ability to eat less sugar and the target (of not more than 11% of energy coming from NME sugar) may not be met.
2. Home baking can be high in fat which is bad **as** the product can **therefore** hinder the consumers ability to eat less fat (of no more than 35% of food energy coming from that source).

Breakfast cereals

Positive

1. Certain breakfast cereals are non processed and **therefore** are high in fibre/NSP which is good **as** it can help the consumer increase their TCC intake to prevent bowel diseases/obesity.
2. Some breakfast cereals have added dried fruit which is good **as** it can **therefore** help to contribute to the consumers 400g of fruit and vegetables per day to prevent coronary heart disease/obesity/cancer.
3. Breakfast cereals can be served with fresh fruit and therefore this is good **as** it helps to meet the dietary targets to increase consumption of fresh fruit and vegetables to prevent coronary heart disease/obesity/cancer.
4. Breakfast cereals are a quick option and therefore good **as** may be more likely to be eaten and **therefore** later avoid snacking on sugary snacks which help to reduce consumption of sugar to help prevent obesity/diabetes/dental caries.
5. Breakfast cereals are a quick option and **therefore** good **as** it may be more likely to be eaten and therefore avoid snacking on fatty snacks which helps reduce consumption of fat and so help to prevent obesity/coronary heart disease in later life.
6. Breakfast cereals are a quick option and **therefore** good **as** it may be more likely to be eaten and therefore avoid snacking on sugary snacks which helps to reduce consumption of sugar and so help to prevent obesity/diabetes/dental caries.
7. Breakfast cereals are low in fat/served with fat reduced milks and therefore this is good **as** it helps to meet the dietary targets to reduce consumption of fat which helps to prevent coronary heart disease/obesity.

Negative

1. Certain breakfast cereals eg sugar coated chocolate flakes can be high in sugar, **therefore** bad **as** the consumer is unable to reduce sugar content and target of not more than 11% of energy coming from NME sugar may not be met so lead to dental caries.
2. Certain breakfast cereals are particularly high in salt which is bad **as** it may appear to be a 'healthy' option **however** this can reduce the possibility of eating less than 6g of salt a day so lead to hypertension.
3. Cereal bars may be high in sugar and therefore are bad **as** they do not help reduce consumption of sugar so leading to obesity/diabetes/dental caries.

3 c) Identify and explain **four** properties which should be considered when choosing a fabric for a school uniform.

Marking Instructions:

4 x ½ mark for identified properties.

4 x 1 mark for explanation linked to school uniform.

Factor must be identified before mark is awarded for explanation. Where factor is incorporated in the explanation this can be credited.

Total – 6 marks (KU)

Property	Explanation
1. Absorbency	<ol style="list-style-type: none"> School uniforms/polo shirts/cotton shirts need to be absorbent to draw sweat away from the skin, especially during summer months when it is hotter. Coolmax can be applied to school socks to prevent sweaty feet.
2. Crease resistance	<ol style="list-style-type: none"> School uniform should be crease resistant as tops/trousers are likely to be worn for several days and the wearer will not want the garment to lose shape. If changing for PE the school uniform may be left in a locker and the wearer will want the uniform to look good when they put it back on. Crease resistance means the uniform will need minimal care and therefore saving the ironer of the garment time.
3. Warmth/insulation	<ol style="list-style-type: none"> The same uniform will be worn in summer and winter so the fabric needs to suit all weather conditions. During winter school jackets or uniform jumpers should offer warmth and insulation properties.
4. Durability/abrasion resistance	<ol style="list-style-type: none"> School uniform is expected to last a long time therefore it should be durable to last the school year. Primary school uniform needs to be particularly durable/strong as they are more active/physical during playtimes and it could get torn.
5. Ease of care/washing	<ol style="list-style-type: none"> It is important the uniform washes well and easily as it will be washed frequently. Primary school uniform is likely to get dirty frequently, therefore it needs to be machine washable. Uniform would benefit from being suitable for tumble drying so it can be cleaned overnight if only one uniform is worn. Finish can be added to school jumpers to prevent pilling. Finish can be applied to school uniform to prevent loss of colour during washing.

6. Elasticity/stretch	<ol style="list-style-type: none"> 1. Some elasticity would be beneficial for the school uniform as it may help to retain shape of some garments. 2. Some elasticity/stretch would be beneficial for the school uniform as it may allow children to take part in active play. 3. Some elasticity/stretch would be beneficial for the school uniform as it may prevent tearing during activity.
7. Flammability	<ol style="list-style-type: none"> 1. To ensure safety of pupils at school the fabric must be non flammable.
8. Strength	<ol style="list-style-type: none"> 1. Primary school uniform needs to be particularly strong as they are more active/physical during playtimes and it could get torn.
9. Stain resistance	<ol style="list-style-type: none"> 1. A finish can be applied to the uniform and so prevent staining from food etc.

- 3 d) Manufacturers provide a range of information on packaging. Evaluate the usefulness to the consumer of **each** of the following labels.
- (i) Organic labels
 - (ii) Eco daisy
 - (iii) Recycling symbols
 - (iv) The Lion mark.

Marking Instructions:

4 x 1 mark

1 mark allocated to each label, evaluation statement must link to consumer.

Total – 4 marks (EV)

(i) Organic Labels

Positive

1. Organic labels inform the consumer the product has been produced naturally, which is good **as** the **consumer** can make an informed choice.
2. Organic labels inform the **consumer** that the product has been produced with the minimum of chemical interference, therefore is good **as** an informed choice can be made.
3. Organic labels inform the **consumer** that the product has been grown without the aid of artificial fertilisers/pesticide sprays, **therefore** is good as an informed choice can be made.
4. Organic labels inform the **consumer** that the product's manufacture causes limited damage to the environment: **therefore** this is good as it avoids pollution/helps maintain valuable existing landscape features/habitats for production of wildlife/in particular endangered species.
5. In using organically grown produce the **consumer** is confident that no man-made chemicals have been used which are carcinogens, therefore this is good **as** it allows an improved food choice to be made by the consumer.

Negative

1. Confusion over exact meaning of this label and therefore this is bad **as** the **consumer** may not use the label to help them make the purchase.
2. Organic foods are considered to be more expensive so this label may be bad as it may put **consumers** off and **therefore** they do not consider purchasing the product.
3. There are different labels for both food and textile products so this could be bad as it would be confusing for the **consumer as** there is no single system.

(ii) Eco daisy

Positive

1. The Eco daisy label is used throughout Europe; therefore this is good **as** no matter where the goods are purchased it is easily understood/means the same thing helping the **consumer**.
2. The Eco daisy label indicates that the goods will make efficient use of water/energy/detergent (if applicable), etc and therefore it is good **as** they should be economic to run in that they should save the **consumer** money in the long term.
3. It is perceived that goods with this type of Eco daisy label will do less damage to the environment throughout their lifecycle; therefore this is good **as** an environmentally aware purchase can be made by **consumer**.
4. Information the Eco daisy is provided by an independent body which means it is unbiased and therefore this is good **as** it should help **consumers** make informed independent decisions relating to the purchases of household goods/consumers can buy with confidence.
5. The eco daisy is good **as** this is a European eco label **which** provides the **consumer** with a reassurance that by using the product with this label they will be consuming less energy/natural resources **which** will help save the planet.

Negative

1. Confusion over exact meaning of this Eco daisy label and **therefore** this is bad **as** the **consumer** may not use the label to help them make the purchase.

(iii) Recycling symbols

Positive

1. Allows **consumers** to purchase recyclable products **therefore** this is good as it allows environmentally aware product choices.
2. The labels allow **consumers** to recycle products appropriately by indicating material product is made from, **therefore** that is good **because** environmental recycling can be carried out.
3. Allows **consumers** to reduce household waste by choosing recyclable products **therefore** good **as** it helps to reduce flow into landfill sites.
4. **Consumers** can choose to recycle packaging made with scarce natural resources, **therefore** good **as** it helps make environmental choices easier.

Negative

1. Lack of facilities in some areas to recycle all products and **therefore** bad **as** this may not be helpful to the **consumer** when making a purchase.
2. Each of the different recycling labels mean that different amounts of recycling/recyclable materials are used so this is bad **as** the **consumer** does not know how much of the product is actually being recycled.
3. Confusion over exact meaning of recycling labels and **therefore** this is bad **as** the **consumer** may not use the label to help them recycle the product correctly.

(iv) The Lion Mark

Positive

1. It informs the **consumer** that the toys they are purchasing are safe in relation to their mechanical/physical/inflammable properties **therefore** good **as** an informed choice can be made.
2. A toy carrying the Lion mark on itself or its packaging is made by a reputable manufacturer who adheres to a strict code of practice which is good as it **enables** the **consumer** to buy in complete confidence knowing that they will have a quality product.
3. Toys bought from an approved Lion mark retailer indicate that all toys in that shop conform to the Lion mark standard, **therefore** good **as** quality is guaranteed for the **consumer**.
4. The Lion Mark is good as it gives the **consumer** confidence that they are purchasing a toy which is safe and **so** they are confident the child playing with the toy will be safe.

Negative

1. Is only found on toys/games manufactured in the United Kingdom, and **therefore** not as good for the **consumer** **as** it is not found on a large percentage of toys, as many toys sold in the UK are imported from elsewhere.
2. The Lion mark is only used by companies that are members of the British Toy and Hobby Association (BTHA) so this is bad **as** many companies are not members of this association and **therefore** will not be tested for safety which does not reassure the **consumer**.

- 4 a) Explain **each** of the following stages in the development of a child's soft toy:
- (i) Concept generation
 - (ii) Product testing
 - (iii) Marketing plan
 - (iv) Launch.

Marking Instructions:

4 x 1 mark for each point of explanation in the development of the soft toy.
Only 1 mark per stage of development.

Total – 4 marks (KU)

(i) Concept generation

1. This stage is important as it involves developing ideas for new **soft toy**.
2. Thinking stage – thinking up new ideas, perhaps even looking for a gap in the **soft toy** market.
3. Development of ideas from market analysis/even trialling of popular existing **soft toys**, looking at, for example, why a certain toy is popular/looking for something similar yet new and different.
4. Manufacturers do not want to replicate existing **soft toys** in the market so concept generation will focus on new ideas.
5. Developers will consider cost, size, safety, colour, texture, appearance of the **soft toy**.
6. Without this stage the development process for a new **soft toy** cannot take place.
7. Experimentation with new materials which could be used for the production of the **soft toy**.

(ii) Product testing

1. This is an important stage as it allows the **soft toy** to be tested on consumers, so opinion can be obtained, eg trial by workforces/social groups/various ages etc.
2. Allows the **soft toy** to be further refined/eliminated as a result of consumer opinions.
3. Allows the range of possible **soft toys** to be further refined – the most suitable and popular product will be kept.
4. Focus groups could be used to evaluate the different **soft toys** at different stages.

(iii) Marketing plan

1. Allows for the development of a range of activities to promote the **soft toy** e.g. where the soft toy will be sold (supermarket/toy shop/position in the shop/promotion of product within the shop e.g. through offers etc).
2. An important stage as the initial price of the **soft toy** can be determined by the potential marketing mix e.g. low cost to attract interest (e.g. shop's own label), medium/high cost to denote quality (e.g. luxury range of products).
3. Packaging for the **soft toy** – if appropriate, can be finalised to take into account marketing plans.
4. The marketing plan for the **soft toy** will be different in different countries the cultural needs of the country will be different.

(iv) Launch

1. An important stage of the plan as the **soft toy** is now on sale and must be promoted to the consumer.
2. Piloting of the **soft toy** could be carried out to monitor the sales in a small area initially.
3. From experience gained during the piloting of the **soft toy** the manufacturer can adjust the marketing approach before using it more widely. (Piloting to gauge success of product).
4. Finally the **soft toy** is launched into the national market place and then the market monitored.
5. Sales figures of the **soft toy** will be checked very carefully initially, and again the key role of market research will provide regular feedback so that the manufacturer can continually rethink/readapt the marketing approach as quickly/economically/effectively as possible.
6. Market research will provide regular feedback on the **soft toy** so this allows the **soft toy** to continue to be refined and improved.

- 4 b) The star profile shows the results of testing the soft toy. Evaluate the suitability of this toy for a child.

Marking Instructions:

4 x 1 mark for each point of evaluation.

Only 1 mark for each descriptor evaluation statement must link to soft toy for the child.

Total – 4 marks (EV)

Flammability (5)

1. The **soft toy** has a high degree of flammability, this is not good **as** the toy could catch fire and endanger the **child's** health/cause burns.
2. The **soft toy** has a high degree of flammability, this is not good **as** the toy could catch fire when the **child** is playing with it, causing fire damage to home and even death.
3. The **soft toy** has a high degree of flammability, this is not good as the toy could catch fire if there is a smoker in the house, this could endanger the **child**.
4. As the **soft toy** has a high flammability which is bad a new fabric changed to make the product safer for **children**.
5. As the **soft toy** has a high flammability which is bad the flammable components could be changed to make the product safer for **children**.

Softness (4)

1. The **soft toy** has a good degree of softness **which** is good **as** young **children** like soft toys.
2. The **soft toy** has a good degree of softness **which** is good **as** the **child** is less likely to damage anything if accidentally thrown.
3. The **soft toy** has a good degree of softness **which** is good **as** the **child** is less likely to hurt someone if it is accidentally thrown.
4. The **soft toy** has a good degree of softness **which** is good **as** a **child** is likely to cuddle the toy close to their skin.
5. The **soft toy** has a good degree of softness **which** is good **as** it is less likely to irritate the **child's** skin.
6. The **soft toy** has a good degree of softness **which** is good **as** the **child** may snuggle into it as a comforter.

Ease of care (4)

1. The **soft toy** has a good ease of care **which** is good **as** it is likely to get dirty when the **child** is playing with it over a period of time.
2. The **soft toy** has a good ease of care **which** is good **as** a young **child** may spill juice/food on the toy and ease of washing means it can be kept hygienic.
3. The **soft toy** may be machine washable **which** is good **as** it enables the toy to remain more hygienic for the **children**.

Colour (1)

1. The **soft toy** has a poor score for colour, this is not good **as** it may not appeal to many children and as a result **child** may not play with it.
2. The **soft toy** has a poor score for colour, this is not good **as** sales may be poor as it will not attract the consumer's eye and therefore not be purchased for a **child**.
3. The poor rating for colour could mean that the colour could transfer to the **child's** hands and cause staining **which** is bad for a **soft toy**.

Durability (2)

1. The **soft toy** has poor durability **which** is not good **as** it may come apart and the **child** may swallow the stuffing/may not last long.
2. The **soft toy** has poor durability **which** is not good **as** it may become a **child's** favourite toy and if it cannot be replaced once it starts to fall apart it may cause the child real distress.
3. The **soft toy** has poor durability **which** is not good **as** it may fall apart when washed leaving the **child** distressed.

4 c) Explain the protection offered to the consumer by the Trade Descriptions Act 1968.

Marking Instructions:
2 x 1 mark for explanation.

Total – 2 marks (KU)

1. The Act states that the goods/services must be accurately described, so this protects the purchaser because it ensures that manufacturers/retailers cannot falsely describe the goods they are selling.
2. The Act states that consumers must not be misled by descriptions (oral/written/visual) given by the seller relating to goods/services being sold so ensures that all information provided will be correct.
3. The Act makes it an offence for traders to either deliberately/accidentally mislead their customers.

4 d) Identify and explain **four** reasons why food poisoning may occur in the home.

Marking Instructions:

4 x ½ for identification of reason.

4 x 1 mark for explanation linked to food poisoning

Factor must be identified before mark awarded for explanation.

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

Total – 6 marks (KU)

Reason	Explanation
1. Poor standards of personal hygiene	
(a) Hands not being kept clean	1. At all times as they are in direct contact with food, and so are the main route of transferring bacteria/lead to food poisoning .
(b) People with bad colds handling food	1. Droplet infection from coughs/sneezes landing on food so transfer bacteria/lead to food poisoning .
(c) Paper tissues used more than once and not disposed of	1. Hands should then be washed to avoid transfer bacteria/lead to food poisoning .
(d) Jewellery being worn by food handlers	1. Trapping dirt/bacteria which could lead to food poisoning .
(e) Hair not being tied back during cooking	1. Could lead to transfer of bacteria/lead to food poisoning .
(f) Hair being combed where food is being prepared	1. Hair ending up in the food which could lead to transfer of bacteria/lead to food poisoning .
(g) Smoking	1. Smoking whilst handling food because cigarette ends and ash may contaminate the food leading to food poisoning . 2. Smoking whilst handling food because handlers may touch their lips whilst smoking and then transfer harmful bacteria to food/lead to food poisoning . 3. Smoking whilst handling food because smoking encourages coughing, which produces droplets of infection then transfer harmful bacteria to food/lead to food poisoning . 4. Smoking whilst handling food, cigarette ends placed on worktops, will be contaminated with saliva, which is then passed to foodstuffs then transfer harmful bacteria to food/lead to food poisoning .
(h) Aprons not being clean and washed	1. They should completely cover the food handler's ordinary clothes so prevent transfer of bacteria from outdoor clothes to food which could lead to food poisoning .

2. Poor temperature control when cooking and reheating food	
(i) Frozen poultry/ large joints of meat not being completely defrosted	1. Insufficient defrosting before cooking so bacteria are not destroyed during cooking which could lead to food poisoning .
(j) Food not being served/eaten as soon as possible	1. Bacteria have had the time to multiply as the temperature of the food drops which could lead to dangerous numbers of bacteria/ food poisoning .
(k) Food being reheated more than once	1. This allows bacterial contamination and therefore increases risk of food poisoning .
(l) In a microwave, food not being heated following the manufacturers instructions	1. Temperature of food is not high enough to destroy bacteria so may lead to food poisoning .
(m) Cooking food on a barbeque	1. The core temperature may not be high enough/food could be burnt on the outside/raw on the inside which means that the bacteria are not destroyed so may lead to food poisoning .
3. Poor standards of kitchen hygiene	
(a) Equipment/fixtures/ fittings	1. May not be clean before food preparation begins and therefore contain bacteria which could lead to food poisoning .
(b) Separate equipment/ working surfaces/ working areas	1. Not being used for raw and high-risk foods which allows cross contamination of bacteria which may not be destroyed and therefore lead to food poisoning .
(c) Kitchen cloths	1. Not being disposable/bleached/disinfected/changed frequently and this means they could harbour large numbers of bacteria which could lead to food poisoning .
(d) Waste	1. Not being placed in covered bins which should be well away from food preparation areas so attracting flies which could transfer bacteria onto food and lead to food poisoning .
(e) Pets	1. Pets being allowed in food preparation areas and contaminate it with bacteria which could lead to food poisoning .

4. Poor food preparation	
(a) Greater number of meals served for celebrations/ anniversaries	1. Increases the hazards as preparation is sometimes carried out too far in advance/the food may not be stored at the correct temperature which could allow bacterial growth and lead to food poisoning .
(b) Inadequate cooling	1. In a warm kitchen, especially during summer, increases the hazards as food is not cooled rapidly and bacteria have a much greater chance to multiply which could lead to food poisoning .
(c) Inadequate cooking/ microwaving/ reheating	1. Increases the hazard as the centre of the food does not reach the core temperature of (75°C/82°C) if reheated so the temperature is not high enough to destroy bacteria which could lead to food poisoning .
(d) Popularity of barbecuing of high risk foods	1. Increases the hazards when it is burnt on the outside due to the high temperature, but does not reach core temperature in the centre so pathogenic bacteria are not killed which could lead to food poisoning .
(e) Inadequate thawing of poultry	1. Increases the hazards as the centre of the food does not reach core temperature, so pathogenic bacteria are not killed which could lead to food poisoning .
(f) Cross contamination	1. Cross contamination of raw food to cooked food so that the bacteria are transferred to the cooked food, which leads to food poisoning.
(g) Raw food contaminating equipment	1. Raw food contaminating equipment not being properly cleaned sometimes leads to food poisoning .
(h) Raw food contaminated with bacteria	1. Raw food contaminated with bacteria coming into the home/not being cooked properly in the home to destroy bacteria, can lead to food poisoning .
(i) Damaged utensils	1. Cracks in cups, can harbour bacteria which could lead to food poisoning .
(j) Uncovered food	1. Uncovered food contaminated by animals or flies, the contaminated food is then consumed and could lead to food poisoning .
(k) Infected food handlers	1. Those with poor hygiene habits increase the hazard by giving the bacteria a much greater chance to spread and multiply.

5. Poor storage of foods, especially high risk foods	
(a) High risk/perishable foods	1. High risk/perishable foods not being kept in the refrigerator, which should be at a temperature of 1-4°C to slow down bacterial growth which can lead to food poisoning .
(b) Raw food	1. Raw food should be stored below cooked foods at the bottom of the refrigerator to prevent drips from raw meat which contain bacteria to contaminate other foods and lead to food poisoning .
(c) Defrosting poultry/meats	1. The liquid from defrosting poultry/meats coming in contact with other foods resulting in cross-contamination other foods and lead to food poisoning .
(d) Refrigerators being overloaded	1. Refrigerators being overloaded not allowing the cold temperatures to circulate may mean that the temperature is not low enough and therefore bacteria can multiply leading to food poisoning .
(e) Hot foods being placed directly into the refrigerator	1. Hot foods being placed directly into the refrigerator as this will raise the temperature in the refrigerator and so encourage bacteria to multiply which could lead to food poisoning .
(f) Food not being covered	1. Food not being covered to prevent cross-contamination which could lead to food poisoning .
(g) Refrigerators not being cleaned	1. Refrigerators not being cleaned weekly/spillages wiped up immediately so allowing bacteria to multiply on old food which could contaminate other food and lead to food poisoning .
(h) Out of date food	1. Out of date food/damaged cans/packets being used which could harbour bacteria that could lead to food poisoning .
(i) Dried/canned foods not being stored in dry/cool/clean conditions	1. Dried/canned foods not being stored in dry/cool/clean conditions and should be rotated to prevent spoilage which could lead to food poisoning .

6. Knowledge	
(a) Lack of knowledge about hygiene	1. Lack of knowledge about hygiene issues could lead to increased bacterial growth which could lead to food poisoning .
(b) Lack of knowledge about practical cookery	1. Lack of knowledge about practical cookery skills could lead to poor hygiene which could lead to food poisoning .
(c) More cases of food poisoning are reported	1. More knowledge about the symptoms of food poisoning may lead to consumers to contact their doctor which may mean that more cases are reported.

4 e) Evaluate **each** of the following community meals services for the elderly:

- (i) Meals on wheels
- (ii) Day care centres.

Marking Instructions:

4 x 1 mark linked to the provision of meals for the elderly.
Minimum of 1 mark for each meal service.

Total – 4 marks (EV)

Meals on wheels

Positive

1. Meals on wheels are good **as** this service is provided for **elderly** people who are unable to cook their own meals in their own homes **which** makes sure the elderly get at least one hot meal per day.
2. Meals on wheels are good **as** they are suitable for **elderly** who are not fit to cook but can feed themselves **so** still allows them to live independently in their home.
3. Meals on wheels are good **as** they provide main meals (including a pudding) in special containers, **which** are delivered to an **elderly** person's home by drivers **so** this means the elderly person does not need to leave their home.
4. Meals on wheels are good **as** they ensure the **elderly** get one full meal a day if they are not fit to cook for themselves.
5. Meals on wheels are good as they are provided to **elderly** people who are housebound permanently/temporarily unable to look after themselves **so** this enables them to live independently.
6. Meals on wheels are good **as** they are low cost, **which** is within the means of an **elderly** person on a pension.
7. Meals on wheels are good **as** the **elderly** people at risk of isolation/loneliness get a visit from a volunteer with a hot meal **which** can make all the difference/can check on the elderly person.

Negative

1. As the meals on wheels are prepared in bulk usually at a school kitchen/community centre etc they may not be very hot by the time they reach the elderly person and **therefore** be less appealing to the **elderly** person.
2. There may be a lack of variety in the foods provided by the meals on wheels service and **therefore** this may not be very appetising/encourage consumption by the **elderly**.
3. There may be no fresh fruit/vegetables and **therefore** elderly person could suffer from a vitamin C deficiency if they do not consume any fresh fruit/vegetables each day.
4. Although the food is delivered to the **elderly** person they may not consume the food and **therefore** will not benefit from the service.

Day care centres

Positive

1. Lunch clubs in day centres are good **as** they are places where **elderly** people living in their own homes can go to have a meal prepared for them/served in the company of other people.
2. Lunch clubs in day centres are good **as** they enable the **elderly** people to meet in a social atmosphere, and enjoy a meal together.
3. Lunch clubs in day centres are good **as** they provide the opportunity for **elderly** people to enjoy a hot cooked meal which they may not have at home.
4. Lunch clubs in day centres are good **as** the **elderly** people benefit socially by going out/being with others.
5. Lunch clubs in day centres are good **as** eating with others can be a pleasurable activity and can encourage good eating habits in the **elderly**.
6. By attending a lunch club it is good for an **elderly** person **as** they get a nutritious meal cooked for them and do not need to worry about shopping/paying for fuel to cook meals.

Negative

1. Lunch clubs in day centres may be bad **as** some **elderly** people may choose to eat alone as eating seems more like an obligation (rather than a pleasurable activity) and can result in lack of interest in food.
2. The food hygiene may be poor in the lunch club which would be bad **as** this could result in food poisoning in the **elderly** person.

Context:

Higher Home Economics. Analysis of the 2008 Question Paper

× Lifestyle and Consumer Technology

Section A

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
1			Methods of paying for goods and services	1	1		1
2	Needs of an individual for food and clothing	1			1		1
3	Functions and sources of nutrients	1			1		1
4			Statutory service available to the community	1	1		1
5			Factors affecting changes in family lifestyles	1	1		1
6	Prevention of dietary diseases	1			1		1
7			Voluntary services available to the community	1	1		1
Totals		3		4	7		7

Context:**Higher Home Economics. Analysis of the 2008 Question Paper**× **Lifestyle and Consumer Technology****Section A (continued)**

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
8	Other factors which affect health	2	Methods of paying for goods and services	1	1		1
9			Food politics	2	2		2
10			Food politics	2		2	2
11			The impact of technological developments on the consumer choice of food, clothing and consumer goods and services	2		2	2
12			Roles and responsibilities of British Standards Institution (BSI)	2		2	2
13				2		2	2
14			The impact of technological developments on the consumer choice of food, clothing and consumer goods and services	2		2	2
Carried forward				3		4	7
Totals		5		15	16	4	20

Context:

Higher Home Economics. Analysis of the 2008 Question Paper

× **Lifestyle and Consumer Technology**

Section B Question 1

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
(a)			Functions of the family	6	6		6
(b)			Statutory services available to the community	4		4	4
(c)			Prevention of debt	4		4	4
(d)			Factors which influence consumer choice of food and textile items and goods and services	6	6		6
Totals				20	12	8	20

Context:

Higher Home Economics. Analysis of the 2008 Question Paper

× **Lifestyle and Consumer Technology**

Section B Question 2

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
(a)	The use of DRV's Prevention of dietary diseases (obesity)	5				5	5
(b)			Factors which influence consumer choice	3	3	3	3
(c)			Food politics (GM)	3		3	3
(d)				6		6	6
(e)			Roles and responsibilities of EHD	3	3	3	3
Totals		11		9	12	8	20

Context:

Higher Home Economics. Analysis of the 2008 Question Paper

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Lifestyle and Consumer Technology

Section B Question 3

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
(a)			Provision of community meals services	6	6		6
(b)	Current dietary advices (SDT's)	4				4	4
(c)	Properties of fibres used for clothing	6			6		6
(d)			Current voluntary labelling	4		4	4
Totals		10		10	12	8	20

Context:

Higher Home Economics. Analysis of the 2008 Question Paper

× **Lifestyle and Consumer Technology**

Section B Question 4

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
(a)	Product development strategy	4			4		4
(b)	Sensory testing	4				4	4
(c)			Trade Descriptions Act	2	2		2
(d)	Causes of food poisoning	6			6		6
(e)			Provision of community meals services	4		4	4
Totals		14		6	12	8	20

Context:	
Higher Home Economics. Analysis of the 2008 Question Paper	× Lifestyle and Consumer Technology
Question Paper Summary: Mark Allocation	

Question	Unit title		Course Skills		Totals
	Resource Management	Consumer Studies	Knowledge	Evaluation	
Section A	5	15	16	4	20
Section B					
1		20	12	8	20
2	11	9	12	8	20
3	10	10	12	8	20
4	14	6	12	8	20
Totals	26-30	50-54	52	28	80
Target Range	20-30 marks	50-60 marks	50-55 marks	25-30 marks	80

[END OF MARKING INSTRUCTIONS]