



2008 Lifestyle and Consumer Technology

Intermediate 2

Finalised Marking Instructions

© Scottish Qualifications Authority 2008

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

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

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

**2008 Lifestyle and Consumer Technology
Intermediate 2**

Question 1

(a) Give one function of each of the following vitamins.	
Core skills: Recall and use of knowledge	Marks allocation: 3 marks
3 x 1 mark for explanation	

Vitamin C

1. helps in the absorption of iron.
2. helps in the formation of connective tissue.
3. helps prevent infection.
4. needed to form the walls of blood vessels.
5. helps wounds to heal.

Vitamin A

1. needed for night vision.
2. protects against infection.
3. helps skin and tissue to stay healthy/protects surface tissues.
4. needed for growth in children.
5. keeps linings of throat/mouth/nose/eyes healthy.

Vitamin E

1. to maintain cell membranes.
2. needed for healthy skin.
3. acts as an anti-oxidant.

(b) Describe two ways of preventing the loss of vitamin C during the preparation or cooking of green vegetables.	
Core skills: Recall and use of knowledge	Marks allocation: 2 marks
2 x 1 mark for correct description	

1. do not soak vegetables before cooking.
2. use a sharp knife to cut vegetables.
3. wash/scrub vegetables rather than peeling them.
4. only discard outer leaves of green vegetables if they are wilted.
5. microwave/steam/roast/grill/bake vegetables rather than boiling.
6. cook for as short a time as possible.
7. use the minimum amount of cooking water possible.
8. use cooking water in stocks/soups/sauces.
9. use ingredients as fresh as possible.
10. serve vegetables as soon as cooked/do not keep warm.
11. do not use baking soda when cooking vegetables.
12. prepare vegetables just before cooking.

Question 1 (continued)

(c) A teenager who is vegetarian wishes to choose a healthy breakfast cereal. Study the information about breakfast cereals and choose the **most** suitable breakfast cereal for the teenager. Give **three** reasons for your choice.

Core skills: Drawing conclusions

Marks allocation: 4 marks

1 mark for correct choice

3 x 1 mark for appropriate reasons linked to case study

Correct choice: C

Energy – 776kJ/highest

1. 776kJ/highest energy will give teenager boost to start the day.
2. 776kJ/highest energy will allow the teenager to have enough energy to last till next meal.
3. 776kJ of energy is not too much so should not be stored in teenager's body as fat/teenager is less likely to become obese.

Protein – 9.0g/highest

1. 9.0g/highest amount of protein which is needed as teenager is vegetarian and may not get enough protein in diet.
2. 9.0g/highest amount of protein which is needed for growth and the teenager is still growing.
3. 9.0g/highest amount of protein which can be used for repair if the teenager is injured.
4. 9.0g/highest amount of protein which can be used as an additional source of energy if the teenager is active.
5. 9.0g/highest amount of protein which is useful as vegetarian teenager cannot get this from meat/fish sources.

Fat – 0.5g/lowest

1. 0.5g/lowest in fat so teenager is less likely to become obese.
2. 0.5g/lowest so vegetarian teenager is less likely to suffer from CHD (in later life).
3. Contains some/0.5g fat which teenager can use for energy if active.
4. 0.5g/lowest in fat so meets the dietary target to reduce fat.
5. 0.5g/lowest in fat so meets the specification for a healthy breakfast cereal.

Sodium – 0.13g/lowest

1. 0.13g/lowest in sodium so teenager is less likely to have hypertension (in later life).
2. 0.13g/lowest in sodium so meets the dietary target to reduce salt.

Vitamin B – 3.0mg/highest

1. 3.0mg/highest vitamin B content which can sometimes be lacking in vegetarian diet.
2. 3.0mg/highest vitamin B content which the teenager needs to release energy from CHOs.
3. 3.0mg/highest vitamin B content which is necessary to prevent (megaloblastic) anaemia in vegetarians.

Question 1 (continued)

Iron – 4.3mg/highest

1. 4.3mg/highest amount of iron so will help to prevent anaemia in teenagers.
2. 4.3mg/highest amount of iron which is good as vegetarian teenager cannot get iron from meat sources.

Carbohydrates – 35g/highest

1. 35g/highest amount of carbohydrate to give the vegetarian teenager energy to start the day.

(d) Name **two** nutrients which might be lacking in a vegan diet. For each nutrient state **two** food sources which would be suitable for a vegan.

Core skills: Recall and use of knowledge

Marks allocation: 3 marks

2 x ½ mark for nutrients

4 x ½ mark for foods

Protein

Food sources

1. peas.
2. beans.
3. lentils.
4. soya/TVP.
5. tofu.
6. flour/bread.
7. pasta.
8. rice.
9. nuts.
10. seeds.

Calcium

Food sources

1. soya/rice milk.
2. soya yoghurt.
3. flour/(white) bread.
4. green vegetables.
5. dried fruit.

Vitamin B12

Food sources

1. fortified breakfast cereals.

Vitamin D

Food sources

1. vegan margarine.
2. (fortified) soya/rice milk.
3. vegan cheese.

Question 1 (continued)

Iron

Food sources

1. lentils.
2. treacle.
3. curry powder.
4. green vegetables.
5. cocoa powder/plain chocolate.

Question 2

(a) A café wishes to develop a new fruit smoothie. Study the star diagrams below and select the **most suitable** smoothie for the café. Give **three** reasons for your choice.

Core skills: Drawing conclusions

Marks allocation: 4 marks

1 mark for correct choice

3 x 1 mark for appropriate reasons linked to case study

Correct choice: B

Colour – 4/good

1. 4/good score for colour so should encourage customers to buy the smoothie.
2. 4/good score for colour so should be aesthetically appealing.
3. 4/good score for colour so repeat purchase of smoothie could be made.
4. 4/good score for colour so smoothie should sell well/make a profit for the café.

Smoothness – 5/excellent

1. 5/excellent smoothness rating so should have a pleasant feel in mouth.
2. 5/excellent smoothness and this is what a smoothie should be.
3. 5/excellent smoothness so repeat purchases could be made.
4. 5/excellent smoothness so smoothie should be enjoyed by customers.

Fruit flavour – 5/excellent

1. 5/very good score for flavour so should be enjoyed by customers.
2. 5/very good score for flavour so repeat purchases could be made.
3. 5/very good score for flavour so smoothie should sell well/make a profit for the café.

Thickness – 4/good

1. 4/good score for thickness so should encourage customers to buy the smoothie.
2. 4/good score for thickness so should be aesthetically appealing.
3. 4/good score for thickness so repeat purchases of smoothie could be made.
4. 4/good score for thickness so smoothie should sell well/make a profit for the café.

Sweetness – 3/medium/average

1. 3/medium score for sweetness so should attract people who like fairly sweet products/who do not like too sweet products.
2. 3/medium score for sweetness so should appeal to a wide range of customers.
3. 3/medium score for sweetness so smoothie should sell well/make a profit for the café.

Question 2 (continued)

(b) The café wishes to purchase a smoothie maker. Study the information about smoothie makers below. Choose **one** smoothie maker and evaluate its suitability for the café.

Core skills: Evaluation

Marks allocation: 4 marks

4 x 1 mark for each of 4 points of evaluation

Smoothie Maker A

2 glass capacity

1. suitable as the café can make more than one smoothie at once.
2. suitable as smoothies can be made to order.
3. suitable as more effective than a bigger machine for making individual smoothies.
4. less suitable as time consuming to make a lot of smoothies in advance (and refrigerate).
5. less suitable as small capacity so will take a while to make a big order of smoothies.

Smoothie maker and juicer in one

1. suitable as café could offer smoothies and fruit juices on the menu.
2. suitable as this is an extra facility that the café can use to offer a different product.
3. less suitable because if the juicer breaks down then the smoothie maker will not work either.

1 speed setting plus pulse button

1. suitable as smoothies can be blended exactly as needed.
2. less suitable as may take a while for smoothies to be made.
3. less suitable as the one speed might not be appropriate for making the smoothies.

Ice crushing blades

1. suitable as blades will be strong and should not break easily/will not need to be replaced/will save the café money.
2. suitable as the blades will crush the ice so the texture of the smoothies should be good.
3. suitable as this will save the staff time crushing ice.
4. suitable as the customers won't have to wait too long to be served.
5. suitable as the café workers will be saved effort crushing ice by hand.

Pouring lip on goblet

1. suitable as staff can pour smoothie into glass easily.
2. suitable as may prevent a mess being made when pouring out smoothie.

Hand wash only

1. less suitable as staff cannot put goblet in dishwasher.
2. less suitable as goblet will take staff time/effort to clean.
3. may be suitable as staff can wash goblet quickly/will not have to wait for dishwasher to finish cycle.
4. blades can be dangerous to hand clean, so may raise safety issues for staff.

Free recipe book

1. suitable as the café might get new ideas for recipes to use.
2. suitable as café could extend its current range of smoothies.

Question 2 (continued)

Smoothie Maker B

4 glass capacity

1. suitable as staff can make a number of smoothies at one time.
2. suitable as bulk orders can be dealt with quickly.
3. suitable as a number of smoothies can be made in advance (and refrigerated).
4. suitable as saves staff time/effort compared to making individual smoothies.
5. less suitable as there may be waste if too much is made at once/loss of profit for the café.
6. may be less suitable as no benefit to café if different flavours are ordered.
7. less suitable for making individual smoothies as more power is used than for smaller smoothie maker.

Shatter proof glass goblet

1. suitable as goblet will not hurt/be safer for staff.
2. suitable as goblet will not break easily/will not need to be replaced/will save the café money.
3. suitable as staff will not need to use special care when using smoothie maker/handling goblet.

3 speed settings plus pulse button

1. suitable as smoothies can be made quickly.
2. suitable as smoothies can be made exactly as café specification.
3. suitable as smoothies can be made exactly as required/texture can be matched to customer choice.

Dispensing tap

1. suitable as allows staff to pour smoothies easily.
2. suitable as may be less spillages/mess/less waste/less loss of profit.
3. less suitable as tap may drip leading to mess/waste/loss of profit.
4. less suitable as tap may become blocked/difficult to clean.

Removable filler cap

1. suitable as staff can add ingredients while smoothie maker is running.
2. suitable as smoothie can be stirred easily through lid before serving.
3. less suitable as may be difficult to fit larger pieces of fruit/ice through cap.
4. less suitable as if the liquidizer is over filled it might come out of the lid.

Dishwasher safe goblet

1. suitable as this will save staff time and effort.
2. suitable as goblet could be left in dishwasher at the end of the day.
3. less suitable as staff may have to wait for dishwasher cycle to finish to use goblet again.

Chrome finish

1. suitable as will look attractive in café/match other appliances in the café.
2. suitable as it can easily be seen when it needs to be cleaned.
3. less suitable as marks/spills will show easily making it less attractive in the café.

Question 2 (continued)

(c) The café chef wishes to buy a new chef's uniform. Study the information about chef's uniforms and choose the **most suitable** uniform for the chef.

Core skills: Drawing conclusions

Marks allocation: 3 marks

1 mark for correct choice

2 x 1 mark for appropriate reasons linked to case study

Correct choice: C

Crease resistance – 4 stars/excellent

1. 4 stars/excellent so chef will maintain a smart appearance.
2. 4 stars/excellent so should be easy for the chef to iron/need little ironing after washing.

Shrink resistance – 4 stars/excellent

1. 4 stars/excellent so should still fit chef well after washing.
2. 4 stars/excellent so chef will still look smart.
3. 4 stars/excellent so chef will not have to buy another uniform.

Durability – 4 stars/excellent

1. 4 stars/excellent so uniform should be hardwearing/not need to be replaced too often/save money.
2. 4 stars/excellent so should maintain appearance.
3. 4 stars/excellent so should be able to withstand frequent washing.

Flammability – 3 stars/very good

1. 3 stars/very good so will be safe around cooker flames.
2. 3 stars/very good so will not go on fire easily.
3. 3 stars/very good so chef is less likely to be burned.

Stain resistant coating – yes

1. this will help maintain appearance of uniform.
2. this will help prevent the uniform being too stained during the day.
3. this may make washing of uniform quicker/easier for the chef (as he may need it next day).

Cost – ££/one of the cheapest

1. ££/one of the cheapest so will not cost chef a lot.
2. ££/one of the cheapest so will be able to be replaced at little cost to the chef.
3. ££/one of the cheapest so a number can be bought as the chef may need a spare/a fresh uniform could be worn each day.

(d) The following symbol can be found on many items. Explain the information this symbol gives to the consumer.

Core skills: Recall and use of knowledge

Marks allocation: 1 mark

1 mark for explanation linked to the consumer

Recycle label

1. lets the consumer know that the item/packaging can be recycled.
2. lets the consumer know that the item/packaging is made from recyclable material.
3. consumer will know to put item/packaging in the appropriate recycling bin.

Question 3

(a) Identify two checks a health professional would make on a newborn baby.	
Core skills: Recall and use of knowledge	Marks allocation: 1 mark
2 x ½ mark for each check	

1. weight of baby.
2. length of baby.
3. circumference of baby's head.
4. apgar score.
5. examine baby's skin.
6. check fontanel.
7. listen to heartbeat/breathing.
8. check hips for clicking.
9. check spine.
10. check internal organs feel normal.
11. jaundice check.

(b) Grandparents on a State pension wish to buy a bouncy chair for their newborn grandchild. Evaluate the suitability of the bouncy chair for the grandparents to buy.	
Core skills: Evaluation	Marks allocation: 4 marks
4 x 1 mark for each of four points of evaluation	

Suitable from birth – 6 months

1. suitable as the baby is newborn and so will be able to use straight away.
2. suitable as baby will be able to use the chair for six months.
3. may not be suitable as will only be suitable for six months.

Cream patterned fabric

1. suitable as neutral colour so may match other items in nursery/décor in the house.
2. may not be suitable as colour may show up baby's stains or spillages.
3. may not be suitable as it may not be a colour that is liked.
4. may be less suitable as baby may not find the colour stimulating.

Cover removable for washing

1. suitable as it will be easy/save time/save effort for parent/grandparent to clean.
2. suitable as parent/grandparent will not have to worry about replacing chair if it gets dirty.
3. suitable as is more hygienic for the baby.
4. suitable as this will maintain the appearance of the cover.

Question 3 (continued)

Plays music

1. suitable as will keep baby amused (to give parent time to do other tasks).
2. suitable as will help to get baby used to different sounds.
3. suitable as may help baby to sleep.

Operated by two batteries (not included)

1. may not be suitable as this is an extra expense the grandparents may not be able to afford (as they are on a State pension).
2. suitable as it can be used where there is no power supply.
3. may not be suitable as replacing batteries may be expensive for the parent/grandparents.
4. may not be suitable as batteries may not last long causing the parent/grandparent extra expense.

Detachable soft toys included

1. suitable as will keep baby amused when in chair.
2. suitable as will help baby with hand-eye co-ordination.
3. suitable as will help baby learn colours and shapes.
4. suitable as toys can be taken off chair/moved around to amuse baby at other times.
5. suitable as when the baby grows out of chair toys can still be played with.
6. may be unsuitable as baby may be able to remove toys when older.
7. may be unsuitable as toys could be removed and lost.

Carry handle

1. suitable as can be carried by the parent easily so baby can be supervised at all times.
2. suitable as can be carried easily if baby is being looked after elsewhere.
3. suitable as parent can pick up with one hand while carrying baby with other.

Cost £60

1. quite expensive so may not be in the grandparents' budget (as they are on a pension).
2. may be suitable as it will last the baby for six months/a long time.
3. may be suitable as grandparents may want a special gift for baby.
4. does not include batteries so grandparents may not be able to afford this.

Question 3 (continued)

(c) Explain the importance of **four** of the following design features when buying a pair of dungarees for a baby.

Core skills: Recall and use of knowledge

Marks allocation: 4 marks

4 x 1 mark for explanation linked to case study

Press stud opening

1. important as do not need to take off dungarees to change baby's nappy.
2. important as makes it easier/quicker to dress baby.
3. important as easier to open/close than buttons.
4. important as can be opened/closed with one hand while holding baby with other.
5. may be more comfortable for the baby than other fastenings.

Button on straps

1. important as makes dressing of baby easier.
2. important as is a secure fastening.
3. buttons may come loose and cause the baby to choke/be swallowed.
4. important as can be adjusted to fit baby properly/as it grows.

Wide arm holes

1. important as it makes it easier to dress baby.
2. important as baby will be comfortable when wearing dungarees.
3. important as will not cause any rubbing on arm of baby.
4. important as there will be room for t-shirt/jumper underneath the dungarees.
5. important as will give room for baby to grow into.

Embroidered motif

1. will attract parent to buy dungarees for baby.
2. may match in with other clothing to form a set.
3. will add to the aesthetic appeal of the dungarees.

Elastic at waist

1. important as will expand to allow room for nappy.
2. important to allow baby to move around in dungarees.
3. important as will allow baby to be comfortable.
4. important as will expand with baby as they grow.
5. important as will make it easier to dress baby.

Question 3 (continued)

- (d) The baby's mother wishes to buy a portable bottle warmer to heat up baby milk and baby food. She wishes to take it with her when she uses the car. Study the information about bottle warmers and choose the **most suitable** bottle warmer for her to buy.

Core skills: Drawing conclusions

Marks allocation: 3 marks

1 x 1 mark for correct choice

2 x 1 mark for appropriate reasons linked to case study

Correct choice: Bottle Warmer C

Runs on electricity and has adapter for use in car

1. suitable as mother wants to use this when she is out in the car.
2. suitable as she can plug it in to electricity when at home.

Thermostatically controlled

1. suitable as milk/food can be heated to required temperature for the baby.
2. suitable as milk/food can be heated up to different temperatures required.
3. suitable as milk/food will not be too hot/burn the baby.

Heats bottles and baby food in 4–6 minutes

1. suitable as does not take long to heat milk/food/saves the mother time.
2. suitable as the mother wants to heat both milk and baby food.

Carry case included with the Thinsulate lining*

1. suitable as will make the warmer easy to take in the car.
2. suitable as will keep bottles warm if baby does not need fed straight away.
3. suitable as milk can be kept cool till needed (to prevent bacteria from multiplying).

Meets British Standards

1. suitable as mother will know product is electrically safe.
2. suitable as mother will know product is safe to use.

Question 4

(a) Name an Act that protects the consumer against faulty goods and explain one point of the Act.	
Core skills: Recall and use of knowledge	Marks allocation: 2 marks
1 mark for naming Act	
1 mark for explanation	

Sale and Supply of Goods Act 1994

1. goods must match the description given to them.
2. goods must be fit for their purpose.
3. goods must be of satisfactory quality.
4. goods must be free from minor defects.
5. goods must be safe.
6. the consumer must reject faulty goods in reasonable time.
7. the consumer is entitled to a refund (though may accept a replacement/repair).

Consumer Protection Act 1987

1. goods must not be dangerous to health.
2. safety standards help manufacturers to meet this law.
3. dangerous goods can be banned from sale immediately (for up to 6 months).
4. consumers have rights to compensation for death/injury caused by faulty goods.
5. the Act protects the manufacturer as well as seller.

(b) Identify two safety points which should be considered when designing an outdoor jacket for a toddler. Explain the importance of safety point 1.	
Core skills: Recall and use of knowledge	Marks allocation: 2 marks
2 x ½ mark for safety points	
1 mark for correct explanation linked to toddler's jacket	

Factor	Explanation
Flammability	<ol style="list-style-type: none"> 1. flame resistant fabrics should be used to avoid harming baby if near naked flame. 2. to make sure the child is not burned if the jacket is near a naked flame.
Visibility (accept reflective strips)	<ol style="list-style-type: none"> 1. to make sure that the child is seen in the jacket clearly if walking at night. 2. to make sure that the child can be seen clearly when wearing the jacket in bad weather.
Colour	<ol style="list-style-type: none"> 1. bright colours would make the child more easily seen. 2. dark colours would reduce the visibility of child.
Fleece linings (accept warm fabric)	<ol style="list-style-type: none"> 1. would help to prevent the child becoming ill due to cold weather.
Waterproof/water resistant/ showerproof	<ol style="list-style-type: none"> 1. would help to prevent the child becoming ill due to wet weather.

Question 4 (continued)

Factor	Explanation
Breathable membranes	1. would help reduce effects of exposure to the elements.
No loose parts	1. may cause a risk of catching and causing harm. 2. may come off and be swallowed by the child. 3. may cause risk of strangling if loose near neck.
No neck ties/ drawstrings at waist/ neck/hem	1. (not allowed by law) as may cause strangulation.

(c) The following symbols can be found on the care label of textile items. Explain the information given by each symbol.

Core skills: Recall and use of knowledge

Marks allocation: 4 marks

4 x 1 mark for explanation linked to jacket

Symbol 1

1. wash at (no higher than) 30°C.
2. if washed above 30°C item may shrink.
3. may be washed in the washing machine.
4. if washed above 30°C dye may run/fade.

Symbol 2

1. iron with a warm iron.
2. must be ironed with a warm iron to remove creases.
3. if ironed with a cooler iron creases will not be removed.
4. if ironed with a hotter iron the item may be damaged/burned.

Symbol 3

1. do not tumble dry.
2. may shrink/crease/be damaged if tumble dried.

Symbol 4

1. do not dry clean.
2. item will be damaged if dry cleaned.
3. not suitable to be treated with dry cleaning solvents.

Question 4 (continued)

(d) A food manufacturer wishes to introduce a new product to its range for toddlers. The product specification is shown below. Choose **four** of the specification points and explain the importance of each point.

Core skills: Recall and use of knowledge

Marks allocation: 4 marks

4 x 1 mark for explanation linked to the case study

Use organic ingredients

1. important as children may be allergic to chemicals/pesticides/insecticides/fertilisers.
2. important as many parents want natural products for their children.
3. important as the manufacturer may sell more/increase profit for the manufacturer.

Be easily prepared

1. important as many parents may not have time to prepare food from scratch.
2. important as many parents may not have the skill to prepare food from scratch.
3. important as toddlers may be hungry and want food quickly.
4. important as this may encourage toddler to choose to eat the meal and avoid snacking.

Attractive appearance

1. important as this will encourage parents to purchase/increase profit for the manufacturer.
2. important as this will encourage toddlers to try the product.
3. important as this may encourage toddler to choose to eat the meal and avoid snacking.

No added sugar

1. important as this may help prevent the toddler from developing a sweet tooth/suffering from tooth decay.
2. important as this will help meet the dietary target to reduce sugar intake in children.
3. important as this may encourage parents to buy/increase profit for the manufacturer.

Good flavour

1. important as it will encourage the toddler to try/eat all of the dish.
2. important as this may encourage the toddler to eat the meal and avoid snacking.
3. important as it will encourage repeat purchases/increase profit for the manufacturer.
4. important as this may make parents feel it is value for money/money has not been wasted.

Question 5

(a) A student is going to a music festival with a friend. They intend to camp there and are taking a small gas stove for cooking. Study the information about food products below and choose the **most suitable** food product for the student.

Core skills: Drawing conclusions

Marks allocation: 4 marks

1 mark for correct choice

3 x 1 mark appropriate reasons linked to case study

Correct choice: A

Flavour – 4/excellent

1. 4/excellent so student should enjoy product.
2. 4/excellent so should encourage student to eat all the product/avoid waste/avoid having to buy more food.

Portion size – serves 2

1. serves 2 so will be suitable as there are 2 people going.
2. serves 2 so there should be enough for both.
3. serves 2 so there should be little waste.
4. serves 2 so the student should not have to spend money on other food as this should fill them up.

Storage – Cool, dry place

1. suitable as student should be able to store food easily as no special storage facilities are required.
2. suitable as student will not have a refrigerator/freezer to store food.
3. suitable as this will make it less likely that the students will get food poisoning.

Cooking instructions – Heat in a small pan

1. suitable as student will be able to cook this on their camping stove.
2. suitable as student will not have a lot of cooking utensils to cook this.
3. suitable as student is likely to have the skills needed to cook.
4. suitable as student will not need much time/effort to cook.

Cost – ££

1. suitable as is one of the lowest priced food products.
2. low cost as student may be on a budget.
3. suitable so will leave money for the student to spend on other things at the festival.

Question 5 (continued)

(b) A catering van at the festival is selling a product which contains the following ingredients. Identify two different Scottish dietary targets which could be met by choosing this product and explain how choosing this meal could contribute to each target.	
Core skills: Recall and use of knowledge	Marks allocation: 4 marks
2 x 1 mark for correctly naming Scottish dietary target	
2 x 1 mark for explanation linked to Scottish dietary targets	

Dietary Target	Explanation
Eat more fruit and vegetables/intake of fruit and vegetables to increase (to 400g per day/five portions per day)	<ol style="list-style-type: none"> 1. dish contains mushrooms/sweetcorn so helps meet this target. 2. sweetcorn/mushrooms are high on list of ingredients so help meet this target.
Eat more TCC/intake of TCC to increase (by 25%)	<ol style="list-style-type: none"> 1. dish contains rice so helps meet this target. 2. rice is first on list of ingredients so helps meet this target.
Eat more oily fish/intake of oily fish to increase ((from 44g) to 88g per week)	<ol style="list-style-type: none"> 1. dish contains tuna (which is an oily fish) so helps meet this target. 2. tuna is second/high on list of ingredients so helps meet this target.
Eat less salt/intake of salt to decrease ((from 163mmol) to 100mmol per day)/no more than 6g/day	<ol style="list-style-type: none"> 1. salt is near the end of ingredients list so helps meet this target. 2. salt is near the end of ingredients list so dish only contains a small amount so helps meet this target.
Eat less sugar/intake of sugar in children to decrease (by half)/adult intake to remain the same	<ol style="list-style-type: none"> 1. sugar is at the end of the ingredients list so helps meet this target. 2. sugar is at the end of ingredients list so dish only contains a small amount so helps meet this target.
Eat less fat/intake of fat to decrease (to no more than 35% of energy)	<ol style="list-style-type: none"> 1. dish contains skimmed milk powder so helps meet this target. 2. vegetable oil is near the end of the ingredients list so helps meet this target. 3. vegetable oil is near the end of the ingredients list so dish only contains a small amount so helps meet this target.
Eat less saturated fat/intake of saturated fat to decrease (to no more than 11% of energy)	<ol style="list-style-type: none"> 1. dish contains vegetable oil (which is unsaturated fat) so helps meet this target. 2. vegetable oil is near the end of the ingredients list so dish only contains a small amount so helps meet this target.

Question 5 (continued)

(c) An Environmental Health Officer who checked the catering van at the festival found the following problems. Identify the hygiene hazard and give **one** solution to **each** of the problems.

Core skills: Recall and use of knowledge

Marks allocation: 4 marks

2 x 1 mark for correct identification of hazard

2 x 1 mark for each solution

Raw meat and vegetables being prepared using the same knife

Potential hazard

1. transfer of bacteria from raw meat to vegetables.
2. cross contamination of bacteria from raw meat to vegetables.

Potential solution

1. use separate knife for meat and vegetables.
2. wash knives (thoroughly) in hot soapy water in between preparing meat and vegetables.
3. use colour coded knives.

Hot food being placed in the refrigerator to cool down

Potential hazard

1. temperature in fridge would increase causing bacterial growth.
2. increase in fridge temperature could cause other (perishable) foods to go off.
3. fridge temperature may not be low enough to stop moulds/yeasts forming.

Potential solution

1. leave food to cool at room temperature for a time before putting in fridge.
2. keep fridge thermometer to ensure temperature is below 5°C.
3. have separate fridge/blast chiller for cooling hot food in.

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

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

Analysis of question content and question choice

Question	Content outline	Choice element		Mark
		Yes	No	
1. (a) (b) (c) (d)	Functions of vitamins A, E and C in diet		✓	3
	Retention of vitamin C in preparation or cooking of vegetables		✓	2
	Choosing breakfast cereals for a teenager who is vegetarian		✓	4
	Nutrients lacking in vegan diet		✓	3
2. (a) (b) (c) (d)	Choice of smoothie for a café		✓	4
	Evaluation of smoothie makers	✓		4
	Choosing uniform for café chef		✓	3
	Recycling symbol		✓	1
3. (a) (b) (c) (d)	Two health checks on a newborn baby		✓	1
	Evaluation of bouncy chair for baby		✓	4
	Design features of baby clothes	✓		4
	Choice of bottle warmer for baby		✓	3
4. (a) (b) (c) (d)	Act that protects against faulty goods		✓	2
	Safety points when designing toddler's jacket		✓	2
	Textile care symbols		✓	4
	Design features of a new food product for toddlers	✓		4
5. (a) (b) (c)	Choice of food products for student		✓	4
	Scottish dietary targets		✓	4
	Hygiene checks on a catering van		✓	4

Intermediate 2 Level Home Economics Analysis of Question Paper for the Year 2008					Context:		Health and Food Technology Lifestyle and Consumer Technology Fashion and Textile Technology	
Question 1								
Component Unit					Skill Assessment			
Question	Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall and Use of Knowledge	Draw Conclusions	Evaluate	Totals
1a	3				3			
1b	2				2			
1c	4					4		
1d	3				3			
Totals	12			0	8	4		12

Intermediate 2 Level Home Economics	Analysis of Question Paper for the Year 2008	Context:	<input type="checkbox"/>	Health and Food Technology
			<input checked="" type="checkbox"/>	Lifestyle and Consumer Technology
			<input type="checkbox"/>	Fashion and Textile Technology

Question 1 – 5

Component Unit					Skill Assessment			
Question	Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall and Use of Knowledge	Draw Conclusions	Evaluate	Totals
1a b c d	3 2 4 3			0	3 2 3	4		12
2a b c d		4 4		4		4 3	4	12
3a b c d			1 4 3	4	1 4		4	12
4a b c d		2 4	2 4	4	2 2 4 4			12
5a b c	4 4		4		4 4	4		12
Totals	23	18	19	12	34	18	8	60
Target Range	15 – 25 marks	15 – 25 marks	15 – 25 marks	10 – 12 marks	30 – 37 marks	15 – 20 marks	8 – 10 marks	60 marks

[END OF MARKING INSTRUCTIONS]