



# **2009 Health & Food Technology**

## **Intermediate 2**

### **Finalised Marking Instructions**

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**2009 Health and Food Technology  
Intermediate 2**

**Question 1**

(a) State <b>two</b> functions of carbohydrate in the diet.	
<b>Core skills:</b> Recall and use of knowledge	<b>Mark allocation:</b> 2 marks
2 x 1 mark for each correct explanation	

<ol style="list-style-type: none"> <li>1. Warmth</li> <li>2. Energy</li> <li>3. Supports body functions/breathing/pumping blood/producing blood cells</li> <li>4. Can act as a protein sparer</li> </ol>
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(b) Name <b>two</b> food sources of <b>each</b> of the following types of carbohydrate.	
(i) Total Complex Carbohydrate	
(ii) Sugar.	
<b>Core skills:</b> Recall and use of knowledge	<b>Mark allocation:</b> 4 marks
2 x 1 mark for food sources from Total Complex Carbohydrates.	
2 x 1 mark for food sources from Sugar.	

Total Complex Carbohydrates	Sugar
<ol style="list-style-type: none"> <li>1. Fruit</li> <li>2. Vegetables</li> <li>3. Bread</li> <li>4. Breakfast cereals</li> <li>5. Rice</li> <li>6. Pasta</li> <li>7. Potato</li> <li>8. Pulses</li> </ol>	<ol style="list-style-type: none"> <li>1. Table sugar</li> <li>2. Fruit</li> <li>3. Soft drinks</li> <li>4. Sweets/chocolate</li> <li>5. Cakes</li> <li>6. Biscuits</li> <li>7. Puddings</li> <li>8. Honey/preserves</li> </ol>

(c) Explain the inter-relationship between carbohydrates and vitamin B	
<b>Core skills:</b> Recall and use of knowledge	<b>Mark allocation:</b> 1 mark
1 mark for correct explanation	

<ol style="list-style-type: none"> <li>1. Vitamin B is required to release energy from carbohydrates/from foods containing carbohydrate.</li> </ol>
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**Question 1 (continued)**

(d) Name **one** dietary disease linked to a high intake of fat.

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

**Mark allocation:** 1 mark

1 x 1 mark for correctly identified disease

1. (Coronary) heart disease/heart attack
2. Obesity
3. Cancers

(e) State **two** ways of avoiding **each** of the following:  
High blood pressure  
Osteoporosis

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

**Mark allocation:** 4 marks

2 x 1 mark for correct statement for high blood pressure

2 x 1 mark for correct statement for osteoporosis

High blood pressure

Osteoporosis

1. Reduce salt/sodium intake.
2. Maintain healthy weight/avoid overweight/obesity.
3. Reduce stress.
4. Moderate intake of alcohol.
5. Do not smoke.
6. Take regular exercise.

1. Increase calcium intake.
2. Increase vitamin D intake.
3. Maintain healthy weight/avoid overweight/obesity.
4. Exercise regularly/weight bearing exercise.
5. Do not smoke.
6. Moderate intake of alcohol.

## Question 2

- (a) A chef carries out the following steps when preparing a chicken salad wrap for sale.  
For **two** of the steps shown below:
- (i) identify **one** food hygiene hazard
  - (ii) give a **different** explanation of how the hazard could be avoided.

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

**Mark allocation:**

4 marks

2 x 1 mark for possible food hygiene hazard

2 x 1 mark for preventative measures

### Step A

#### Hazard

1. Cross contamination from knife/board/utensils used to cut chicken.
2. Cross contamination from food handler to other foods from chicken.

#### Preventative measure

1. Use separate/colour coded boards/knives/equipment for raw foods and vegetables.
2. Proper food hygiene training.
3. Ensure thorough cleaning of food preparation equipment after use.

### Step B

#### Hazard

1. Chicken not chilled/will be at a temperature at which bacteria can multiply.
2. Chicken left uncovered flies/insects could land on the food.
3. Chicken could be contaminated by raw foods/raw chicken/unwashed vegetables.
4. Three hours/long enough time for bacteria to grow.

#### Preventative measure

1. Store chicken in refrigerator once cooled.
2. Cover chicken when cooling.
3. Ensure chicken is cooled as quickly as possible.

### Step C

#### Hazard

1. Chicken will rise in temperature to that at which bacteria can multiply.
2. Wrap left uncovered flies/insects could land on food/physical contamination.
3. Mayonnaise will rise in temperature to that at which bacteria can multiply.
4. Wrap not date marked, so bacterial growth may occur before it is sold.

#### Preventative measure

1. Cover with plastic film/place in covered container.
2. Ensure product is kept in refrigerator/chilled cabinet/until sold.
3. Ensure product is date marked.

**Question 2 (continued)**

- (b) (i) Name the Act which protects the consumer when buying “takeaway” food.  
(ii) Name the Consumer Department which enforces this Act.

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

**Mark allocation:** 2 marks

1 x 1 mark for correctly naming the Act

1 x 1 mark for correctly naming the Consumer Department

- (i) (The) Food Safety Act (1990)  
(ii) Environmental Health Department

- (c) The chef is developing a new fruit ice lolly for children.  
Choose the **most suitable** ice lolly for the chef to make.

**Core skills:** Drawing Conclusions

**Mark allocation:** 4 marks

1 x 1 mark for correct choice

3 x 1 mark for reason linked to the chef/parents/children

**Correct Choice: B**

**Sweetness – 3/satisfactory**

1. Sweetness is 3/satisfactory so will be sweet enough for children/children will like it.
2. Sweetness is 3/satisfactory/not too sweet so parents may be more likely to buy this for their children.
3. Sweetness is 3/satisfactory may promote this as healthy, encouraging sales.

**Shape – 5/very good/best**

1. 5/excellent/best rating so will make it attractive to children/encourage children to buy.
2. 5/excellent/best rating so will encourage repeat sales.

**Fruit flavour – 4/good/second best rating**

1. 4/good/second best rating so children will enjoy it/most children like fruit.
2. 4/good/second best rating so will encourage repeat sales.
3. 4/good/second best rating, so parents may perceive this as healthy so may be more likely to buy.

**Colour – 4/good/second best rating**

1. 4/good/second best rating will make it attractive to children/encourage children to buy.
2. 4/good/second best rating/may encourage parents to buy as it may not be too brightly coloured.

**Texture – 5/excellent/best rating**

1. 5/excellent/best rating so children will enjoy the product.
2. 5/excellent/best rating so will encourage repeat sales.
3. 5/excellent/best rating will help the product maintain its unique shape.

**Question 2 (continued)**

- |   |
|---|
| (d) Explain the information <b>each</b> of the following labels gives the consumer.<br>(i) Best before date<br>(ii) Use by date |
|---|

<b>Core skills:</b> Recall and use of knowledge
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<b>Mark allocation:</b> 2 marks
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1 x 1 mark for correct explanation of “best before date”
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1 x 1 mark for correct explanation of “use by date”
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**Crisps**

**Best before January 2010**

1. Products eaten after this date may have deteriorated but will still be safe to eat.
2. Indicates medium/long shelf-life product.
3. Indicates time within which product is at its best in terms of taste/texture.

**Ham sandwich**

**Use by 6<sup>th</sup> July**

1. Products eaten after this time will cause food poisoning.
2. Indicates short shelf-life product/product requires refrigeration.
3. Indicates time within which product is safe to eat/will not cause food poisoning.

### Question 3

(a) A health conscious student wishes to buy a ready meal.  
Study the information about ready meals and choose the **most suitable** meal for the student.

**Core skills:** Drawing conclusions **Mark allocation:** 4 marks

1 x 1 mark for correct choice

3 x 1 mark for reasons linked to the health conscious student.

**Correct choice: A**

#### **Energy – 1608kJ/lowest**

1. 1608kJ/lowest in energy so will help the student maintain healthy weight/avoid overweight/obesity.
2. 1608kJ/lowest in energy so excess will not be converted to fat as student is health conscious.
3. 1608kJ/lowest in energy will be sufficient for the student as she may be sedentary.

#### **Protein – 17.5g/highest**

1. 17.5g/highest so will be suitable as the student may still be growing.
2. 17.5g/highest so will help repair any injuries the student may have/help renew/replace cells.
3. 17.5g/highest so may be used for energy if the student is active.

#### **Fat – total fat 8.7g/saturated fat 2.2g/lowest**

1. Lowest so will help the health conscious student meet the Scottish Dietary Target for fat.
2. Lowest will help the student avoid overweight/obesity.
3. Lowest will help student avoid coronary heart disease.
4. Lowest in saturated fat so will help the student reduce/maintain cholesterol level.

#### **Sodium – 0.5g/lowest**

1. 0.5g/lowest so will help the health conscious student meet the Scottish Dietary Target for salt.
2. 0.5g/lowest so will help the student avoid high blood pressure/hypertension.

#### **Iron – 5.9mg/second highest**

1. 5.9mg/second highest will help the health conscious student avoid anaemia (which is common in teenagers/females).
2. 5.9mg/second highest so may help the student avoid feeling tired.

#### **Dietary fibre – 9.8g/highest**

1. 9.8g/highest will help the student avoid constipation/bowel disease/diverticular disease/bowel cancers.
2. 9.8g/highest will help reduce the student's cholesterol/help avoid CHD.
3. 9.8g/highest will give the student a feeling of fullness so may help avoid snacking on high fat/sugar foods.

### Question 3 (continued)

(b) The student, who lives alone, wishes to buy a steam cooker.  
Evaluate the suitability of **one** of the steam cookers for the student.

**Core skills:** Evaluation

**Mark allocation:** 4 marks

4 x 1 mark for correct evaluation

#### Steam cooker A

##### 5 litre capacity

1. Suitable as it is large enough for the student as he lives alone.
2. Suitable as it is large enough to cook more than one food at a time so saving fuel/money.
3. Suitable as it does not waste fuel as he is only cooking for one.
4. Suitable as it will be large enough if he has guests.
5. May not be suitable as it may not be large enough if he has guests.

##### 600 watts

1. Suitable as it will use less energy so saving the student money.
2. May not be suitable as it may take a long time to cook food and he may be in a hurry/busy studying.
3. Suitable though it may take a long time to cook, it will not need the student's attention.

##### 60 minute mechanical timer

1. Suitable as 60 minutes is likely to be long enough for most of the foods the student wishes to cook.
2. Suitable as the timer will be easy for the student to use.
3. Suitable as the student can study without having to watch the steam cooker.
4. Suitable as the student will be less likely to overcook/waste food.
5. May not be suitable as it may be difficult for the student to set accurately.

##### Water level indicator

1. Suitable as the student can check if there is enough water to cook the food.
2. Suitable as the student is less likely to let the cooker boil dry/damage the cooker.

##### Includes rice bowl

1. Suitable as the student may cook rice frequently.
2. Suitable as the student would not have to use a separate pot to cook the rice/save time washing up.
3. Suitable as this would save money on fuel as rice could be cooked with other foods.
4. May not be suitable as the student may not like rice.

##### Cost £14.99

1. Suitable as it is low cost and the student may not have much money.

#### Steam Cooker B

##### 7.5 litre capacity

1. Suitable as it is big enough to cook a complete meal for the student.
2. Suitable as it will be large enough if the student has guests.
3. May not be suitable as it may take up too much room in the student's kitchen.
4. May not be suitable as it is too large for one person.
5. May not be suitable as it will use more fuel and he is only cooking for one.

### Question 3(b) continued

#### **900 watts**

1. Suitable as it will cook quickly saving the student time for studying.
2. May be less suitable as it will use more energy so cost the student more money.

#### **60 minute digital timer**

1. Suitable as 60 minutes is likely to be long enough for most of the foods the student wishes to cook.
2. Suitable as the student will be able to set the time accurately.
3. Suitable as the student can study without having to watch the steam cooker.
4. Suitable as the student will be less likely to overcook/waste food.
5. May not be suitable as the timer may be complicated for the student to set.

#### **Separates for storage**

1. Suitable as this will save space in the student's kitchen/the student may only have a small kitchen.
2. Suitable as it can be stored in a cupboard keeping the student's kitchen tidy.
3. May not be suitable if it is difficult/time consuming for the student to separate.

#### **Automatic switch off**

1. Suitable as the cooker will switch off automatically if the student is studying.
2. Suitable as the student is less likely to overcook/waste food.
3. Suitable as the cooker is less likely to boil dry so saving the student having to replace it.

#### **Cost £19.99**

1. May not be suitable as it is expensive/more expensive and the student will be on a budget.
2. Suitable as the student may consider the cost worthwhile because of the features.

**Question 3 (continued)**

(c) Explain **one** way to prevent the loss of vitamin C from vegetables during **each** of the following stages.  
Storing vegetables  
Preparing vegetables  
Cooking vegetables

<b>Core skills:</b> Recall and use of knowledge	<b>Mark allocation:</b> 3 marks
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1 x 1 mark for correct explanation of storage 1 x 1 mark for correct explanation of preparation 1 x 1 mark for correct explanation of cooking
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**Storing vegetables**

1. Store in a cool dark place/away from light.
2. Store in salad drawer of refrigerator.
3. Vegetables which come in pods should be kept in their pods until ready for use.
4. Store for as short a time as possible.

**Preparing vegetables**

1. Do not peel/peel very thinly.
2. Prepare just before needed.
3. Do not soak in water.
4. Use a sharp knife.
5. Do not chop into small pieces/use as large as possible.

**Cooking vegetables**

1. Cook vegetables for as short a time as possible.
2. Cook in as little water as possible.
3. Cook with the lid on/in a covered container.
4. Steam/microwave.
5. Use vegetable water for soups/sauces (to recycle vitamin C)
6. Do not keep warm/reheat.

(d) Name **one** dietary disease caused by the lack of vitamin C.

<b>Core skills:</b> Recall and use of knowledge	<b>Mark allocation:</b> 1 mark
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1 x 1 mark for correctly identified disease
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- |   |
|---|
| <ol style="list-style-type: none"><li>1. Anaemia</li><li>2. Scurvy</li><li>3. Gingivitis/inflammation of the gums/bleeding of the gums.</li></ol> |
|---|

#### Question 4

(a) A cake manufacturer is developing a new range of cakes.  
For **two** of the results of testing, give a **different** reason why each has occurred.

**Core skills:** Recall and use of knowledge | **Mark allocation:** 2 marks

2 x 1 mark for correct reason

##### **Cake A – is crispy round the edges**

1. Too much sugar has been used.
2. Not enough flour has been used.
3. Oven temperature too high.
4. Cake too close to the oven wall.
5. Cake cooked for too long.

##### **Cake B – fruit has sunk to the bottom**

1. Mixture too wet/too much liquid had been used.
2. Fruit wet/not dried.
3. Fruit not coated in flour.
4. Oven temperature too low.

##### **Cake C – has sunk in the middle**

1. Cake has had insufficient cooking time.
2. Too much liquid has been added (to the mixture)
3. Cake has had too much raising agent added/been overbeaten.
4. Oven door has been opened during cooking.

##### **Cake D – has not risen enough**

1. Not enough raising agent/plain flour used.
2. Out-of-date/damp raising agent has been used.
3. Not beaten enough.

(b) Give **one** function of **each** of the following ingredients in a baked product.

Eggs  
Sugar

**Core skills:** Recall and use of knowledge | **Mark allocation:** 2 marks

1 x 1 mark for correct function of eggs

1 x 1 mark for correct function of sugar

##### **Eggs**

1. Act as a raising agent/incorporate air.
2. Coagulation/helps set the structure/framework.
3. Gives colour to the product.
4. Hydration of protein in the flour.
5. Adds nutritive value.

##### **Sugar**

1. Sweetens/adds flavour to the product.
2. Makes the product darker/adds colour.
3. Incorporates air (when creamed with fat).
4. Shortens the mixture.
5. Increases shelf life.

**Question 4 (continued)**

(c) The cake manufacturer wishes to develop a range of cakes that the consumer can personalise for a child's birthday party.  
Choose the **most suitable** cake for the manufacturer to use.

<b>Core skills:</b> Drawing conclusions	<b>Mark allocation:</b> 4 marks
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1 x 1 mark for correct choice

3 x 1 mark for reasons linked to the needs of the consumer/manufacturer

**Correct choice: C**

**Range of sizes – ✓✓✓/very good/widest range**

1. Comes in one of the widest range of sizes, so the consumer would be able to choose the most appropriate for the number of guests (at the child's birthday party).
2. Comes in widest range of sizes so consumer would be sure there would be enough if the child was having a lot of guests.
3. Wide range of sizes so there would be no waste if the child was having a small party.

**Type of cake – sponge**

1. Good as most children like sponge.
2. Good as there is no fruit which some children may not like.
3. Good as there are no nuts as some children are allergic to nuts.

**Can be personalised – yes**

1. Good as the manufacturer wishes a cake which can be personalized.
2. Good as this may appeal to consumers who wish a personalized cake for a child/increase sales (for the manufacturer).
3. Good as children usually like personalized items.

**Colours available – ✓✓✓✓/excellent/widest range**

1. Good as the consumer could choose a colour which the child likes.
2. Good as the consumer might be able to choose a colour appropriate to the gender of the child.
3. Good as the cake will be personalised for the child.

**Shape – ✓✓✓/very good/widest range**

1. Choice of shapes will allow the consumer to choose the most appropriate for the child.
2. Good as the consumer can choose the shape which will be easiest to decorate.
3. Good as the consumer can choose a shape which can be portioned easily (for the guests).

**Cost – ££/fair/one of the least expensive**

1. ££/one of the least expensive so this may be within the consumer's budget.
2. ££/one of the least expensive so the consumer may consider it value for money (and increase sales).
3. ££/one of the least expensive so the manufacturer may sell more (and increase profit).

**Question 4 (continued)**

(d) State <b>two</b> ways the manufacturer could reduce food waste during production.	
<b>Core skills:</b> Recall and use of knowledge	<b>Mark allocation:</b> 2 marks
2 x 1 mark for correct ways of reducing food waste during production.	

1. Use a standardized recipe.
2. Carry out efficient stock control of ingredients/order only sufficient ingredients at a time.
3. Carry out effective stock rotation (to avoid food spoilage).
4. Store food correctly.
5. Carry out effective quality control checks (of finished products).
6. Check efficient stock control of finished products (and adjust production accordingly).
7. Carry out market research to ensure sales.

(e) Give <b>one</b> reason why a manufacturer would use <b>each</b> of the following stages in product development. Disassembly First production run	
<b>Core skills:</b> Recall and use of knowledge	<b>Mark allocation:</b> 2 marks
1 x 1 mark for correct reason for disassembly 1 x 1 mark for correct reason for first production run	

**Disassembly**

1. To find out the components/ingredients of a competitor's product.
2. To find out the proportion of ingredients in a competitor's product.
3. To find out methods of manufacture of a competitor's product.
4. To find out about/compare similar products on the market.
5. To find out why a competitor's product is successful.

**First production run**

1. To test the product against the specification.
2. To ascertain the attributes of the finished product.
3. To find out how well the product sells in a restricted market.
4. To allow the manufacturer to make changes to the product before launch.
5. To allow the manufacturer to abandon an unsuccessful product before more costs are incurred.

### Question 5

(a) A school canteen supervisor wishes to extend the range of healthy eating sandwiches. Choose the **most suitable** sandwich to be sold in the school canteen.

**Core skills:** Drawing conclusions

**Mark allocation:** 4 marks

1 x 1 mark for correct choice

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

**Correct choice: C**

#### **Tuna**

1. Good source of protein, required for growth of pupils.
2. Oily fish, helps pupils to meet Scottish Dietary Target/eat two portions a week/double intake of oily fish.
3. Good source of Vitamin A to help ensure pupils' resistance to infection/night vision/vision in dim light.
4. Good source of Vitamin D to help ensure pupils form strong bones and teeth.

#### **Onions and sweetcorn**

1. Vegetables help pupils meet the Scottish Dietary Target/5 portions per day/intake to double (to 400 grams per day).
2. Sweetcorn good source of Vitamin C, needed by pupils to heal wounds/maintain the pupils' connective tissue/helps iron absorption/prevent anaemia, common in teenagers/helps ensure pupils' resistance to infection.
3. Good source of vitamin B1 to release energy which teenagers can use for exercise.
4. Provide dietary fibre to help pupils avoid constipation/digestive disorders/cancers.

#### **Low fat mayonnaise**

1. Reduced fat, helps to meet current dietary target eat less fat/average intake of total fat to be reduced to no more than 35% of food energy.
2. Reduced fat so helps pupils avoid obesity/Coronary Heart Disease in later life.

#### **Whole grain bread**

1. Provides dietary fibre to help pupils avoid constipation/digestive disorders/cancers/bowel disease/bowel disorders.
2. Helps pupils to meet the Scottish Dietary Target to eat more bread/intake of bread to increase by 45%.
3. Good source of Vitamin B to help pupils release energy from CHO.
4. NSP/dietary fibre gives pupils a feeling of fullness so may help prevent them from snacking on high fat/high sugar foods.

### Question 5 (continued)

(b) Evaluate the suitability of the packaging shown below for the school canteen to use for the sandwiches

**Core skills:** Evaluation

**Mark allocation:** 4 marks

1 x 4 marks for correct points of evaluation linked to the needs of the school/canteen/pupils/environment.

#### **Bio-degradable**

1. Suitable as the school may be an eco-friendly school and this will be in keeping with school policy.
2. Suitable as pupils will be encouraged to contribute to the school's policy.
3. Suitable as the school may want to contribute to the reduction of waste.

#### **Cost 2p each**

1. Suitable as this is inexpensive and will not make the sandwiches too expensive for the pupils to buy/add too much to the cost of the sandwich.
2. Suitable as this may be within the budget of the school canteen.

#### **Rigid Shape**

1. Suitable as this will keep the sandwiches in good shape/stop them from getting squashed so will be attractive to the pupils.
2. Suitable as the sandwiches will be able to be displayed easily in the canteen.
3. Suitable as the packaging could form a 'plate' which the pupils could eat from.
4. May not be suitable as the shape may not fit every type of sandwich on offer in the canteen.

#### **Tear open strip to open flat**

1. Suitable as pupils could use this as a 'plate'.
2. Suitable as it can be opened easily by pupils.
3. Suitable as space will be saved when storing the packages before filling.
4. May be unsuitable (if the strip breaks) as opening the packet may be difficult for the pupils.

#### **Stackable**

1. Suitable as the sandwiches can be stored easily in the canteen.
2. Suitable as the sandwiches can be displayed easily in the canteen.
3. Suitable as the containers may take up less storage space in the canteen.

#### **See through**

1. Suitable as pupils may be encouraged to buy as they can see the contents.
2. Suitable as the canteen staff can easily check on the condition of the sandwiches.

### Question 5 (continued)

- (c) The school canteen supervisor wishes to adapt the following recipe to help meet the Scottish dietary targets.  
Identify **two different** Scottish dietary targets and adapt the recipe to help meet the targets.

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

**Mark allocation:** 4 marks

2 x 1 mark for correct identification of target

2 x 1 mark for correct adaptation of recipe

#### **Fruit and vegetables**

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

#### **Adaptation**

1. Add one (or more) vegetables to the dish (any suitable vegetable would be acceptable).

#### **Bread**

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

#### **Adaptation**

1. Add (wholemeal) breadcrumbs as a topping to the dish.
2. Incorporate breadcrumbs into the sauce.

#### **Breakfast cereals**

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

#### **Adaptation**

1. Add crushed breakfast cereals as a topping to the dish.

#### **Fats**

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

#### **Adaptation**

1. Change butter to low fat alternative.
2. Change milk to semi-skimmed.
3. Change cheese to reduced fat cheddar/edam/gouda.

### **Question 5(c) (continued)**

#### **Fish**

1. Eat more fish, especially oily fish.
2. Eat more oily fish.
3. Intake of white fish to be maintained.
4. Intake of oily fish to double (from 44g to 88g per week).

#### **Adaptation**

1. Add oily/white fish to the dish (any oily/white fish would be acceptable).

#### **Salt**

1. Intake of salt to be reduced.
2. Intake of salt to be reduced from 163mmol/day to 100mmol/day/no more than 6g/day.

#### **Adaptation**

1. Remove salt from the dish.
2. Replace salt with LoSalt/herbs.
3. Reduce proportion of salt in the dish.

#### **Total Complex Carbohydrates**

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

#### **Adaptation**

1. Use potatoes/bread/breakfast cereals as a topping for the dish.
2. Incorporate breadcrumbs into the sauce.
3. Increase the proportion of pasta in the dish.
4. Add vegetables to the dish.
5. Use wholemeal instead of white flour.
6. Use wholemeal pasta.

**Intermediate 2 Level Home Economics  
Analysis of Question Paper for the Year 2009**

**Context:**

✓

Health and Food Technology

Lifestyle and Consumer Technology

Fashion and Textile Technology

**Analysis of question content and question choice**

Question	Content outline	Choice element		Mark
		Yes	No	
<b>1. (a)</b> <b>(b)</b> <b>(c)</b> <b>(d)</b> <b>(e)</b>	Functions of CHO		✓	2
	Food sources of TCC + sugar		✓	4
	Inter-relationship CHO + Vitamin B		✓	1
	Dietary disease linked to high intake of fat		✓	1
	Ways to avoid HBP + Osteoporosis			✓
<b>2. (a)</b> <b>(b) (i)</b> <b>(ii)</b> <b>(c)</b> <b>(d)</b>	Hygiene in food preparation and storage	✓		4
	Food Safety Act		✓	1
	Environmental Health Department		✓	1
	Fruit ice lollies		✓	4
<b>3. (a)</b> <b>(b)</b> <b>(c)</b> <b>(d)</b>	Use by and best before labels		✓	2
	Ready meal for student		✓	4
	Steam cookers	✓		4
	Preservation of vit C		✓	3
<b>4. (a)</b> <b>(b)</b> <b>(c)</b> <b>(d)</b> <b>(e)</b>	Dietary disease linked to vit C		✓	1
	Faults when baking	✓		2
	Functional properties of eggs and sugar		✓	2
	Celebration cakes		✓	4
	Food waste reduction		✓	2
<b>5. (a)</b> <b>(b)</b> <b>(c)</b>	Stages in product development		✓	2
	Healthy sandwiches		✓	4
	Sandwich packaging		✓	4
	Adapt a recipe taking account of Scottish dietary targets		✓	4

Intermediate 2 Level Home Economics Analysis of Question Paper for the Year 2009					Context	✓	Health and Food Technology Lifestyle and Consumer Technology Fashion and Textile Technology	
<b>Question 1</b>								
Component Unit					Skill Assessment			
Question	Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall & Use of Knowledge	Draw Conclusions	Evaluate	Totals
<b>1 (a)</b>	<b>2</b>			<b>0</b>	<b>2</b>			<b>12</b>
<b>(b)</b>	<b>4</b>				<b>4</b>			
<b>(c)</b>	<b>1</b>				<b>1</b>			
<b>(d)</b>	<b>1</b>				<b>1</b>			
<b>(e)</b>	<b>4</b>				<b>4</b>			
<b>Totals</b>	<b>12</b>			<b>0</b>	<b>12</b>			<b>12</b>

Intermediate 2 Level Home Economics Analysis of Question Paper for the Year 2009					Context	✓	Health and Food Technology Lifestyle and Consumer Technology Fashion and Textile Technology	
<b>Questions 1 – 5</b>								
Component Unit					Skill Assessment			
Question	Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall & Use of Knowledge	Draw Conclusions	Evaluate	Totals
<b>1</b>	<b>12</b>			<b>0</b>	<b>12</b>			<b>12</b>
<b>2a</b>			<b>4</b>	<b>4</b>	<b>4</b>			<b>12</b>
<b>b (i)</b>			<b>1</b>		<b>1</b>			
<b>b (ii)</b>			<b>1</b>		<b>1</b>			
<b>c</b>		<b>4</b>				<b>4</b>		
<b>d</b>			<b>2</b>		<b>2</b>			
<b>3a</b>			<b>4</b>			<b>4</b>		<b>12</b>
<b>b</b>			<b>4</b>	<b>4</b>			<b>4</b>	
<b>c</b>	<b>3</b>				<b>3</b>			
<b>d</b>	<b>1</b>				<b>1</b>			
<b>4a</b>		<b>2</b>		<b>2</b>	<b>2</b>			<b>12</b>
<b>b</b>		<b>2</b>			<b>2</b>			
<b>c</b>			<b>4</b>			<b>4</b>		
<b>d</b>		<b>2</b>			<b>2</b>			
<b>e</b>		<b>2</b>			<b>2</b>			
<b>5a</b>	<b>4</b>					<b>4</b>		<b>12</b>
<b>b</b>		<b>4</b>					<b>4</b>	
<b>c</b>	<b>4</b>				<b>4</b>			
<b>Totals</b>	<b>24</b>	<b>16</b>	<b>20</b>	<b>10</b>	<b>36</b>	<b>16</b>	<b>8</b>	<b>60</b>
<b>Target range</b>	<b>15-25 marks</b>	<b>15-25 marks</b>	<b>15-25 marks</b>	<b>10-12 marks</b>	<b>30-37 marks</b>	<b>15-20 marks</b>	<b>8-10 marks</b>	<b>60 marks</b>

[END OF MARKING INSTRUCTIONS]