



2009 Lifestyle and Consumer Technology

Intermediate 2

Finalised Marking Instructions

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**2009 Lifestyle and Consumer Technology
Intermediate 2**

Question 1

(a) List two benefits to health of taking regular exercise.	
Core skills: Recall	Marks allocation: 2 marks
2 x 1 mark for benefits to health	

Benefits:

1. Will help to maintain strength.
2. Will help to maintain vitality.
3. Will help to ensure good sleep.
4. Will help to reduce weight as part of a slimming diet.
5. Will help to improve stamina.
6. Will help to improve/stimulate appetite.
7. Will help to tone/develop/build muscles.
8. Helps to exercise the internal organs and so work more efficiently.
9. Will ensure/assist with healthy skin.
10. Will help reduce stress levels.
11. Will help maintain healthy blood pressure level.

(b) State two functions in the body of (i) calcium (ii) iron.	
Core skills: Recall	Marks allocation: 4 marks
2 x 1 mark for correct functions of calcium 2 x 1 mark for correct functions of iron	

(i) Calcium

1. Helps form strong bones and teeth.
2. Works with phosphorus/vitamin D to maintain strong bones and teeth.
3. Needed for the clotting of blood.
4. Needed for muscle function.
5. Needed for hormone production.
6. Prevents osteoporosis/osteomalacia/rickets.

(ii) Iron

1. Keeps blood healthy.
2. Prevents anaemia.
3. Needed to make red blood cells.
4. Needed to form haemoglobin (which gives blood its red colour).
5. Needed to transport oxygen in the blood (to the body cells).
6. Needed for myoglobin in our muscles/enables oxygen to be transferred from the blood to muscles.

Question 1 (continued)

- (c) A health conscious parent wishes to buy a snack for their toddler.
Study the information about snacks shown and choose the **most suitable** snack for the parent to buy.

Core skills: Drawing conclusions

Marks allocation: 4 marks

1 mark for correct choice

3 x 1 mark for reasons linked to the needs of the toddler/parent/health.

Correct choice: B

Energy – 716kJ/169 kcals/lowest

1. 716kJ/169kcal/lowest in energy so the toddler is less likely to become overweight/obese.
2. Contains 716kJ/169kcal of energy and the toddler is likely to be active.
3. Contains 716kJ/169kcal of energy so the toddler will probably use this up/little excess energy to be stored as fat.
4. Contains 716kJ/169kcal of energy which will help give the toddler energy to last till next meal.

Protein – 2.9g/highest

1. 2.9g/highest which the toddler will need for growth/as he is still growing.
2. 2.9g/highest which the toddler will need for repair of body tissues if he falls and hurts himself.
3. 2.9g/highest which the toddler can use as an additional source of energy/if he is active.

Total fat – 1.1g/lowest/Saturates – 0.3g/lowest

1. 1.1g/lowest in fat so the toddler is less likely to suffer from CHD/obesity.
2. 0.3g/lowest in saturates so the toddler is less likely to suffer from CHD.
3. 1.1g lowest in fat/0.3g/lowest in saturates contributes to the target to reduce fat intake and the parent is keen for the toddler to have a healthy snack.

Sugar – 1.5g/lowest

1. Has 1.5g/lowest amount of sugar so it will be less likely to rot the toddler's teeth.
2. 1.5g/lowest amount of sugar will not taste too sweet making the toddler less likely to develop a sweet tooth.
3. 1.5g/lowest amount of sugar contributes to the dietary target to reduce sugar and the parent is keen for the toddler to have a healthy snack.
4. 1.5g/lowest amount of sugar so it will be less likely to contribute to diabetes/late onset diabetes/type 2 diabetes.

Salt – 0.17g/lowest

1. 0.17g/lowest amount of salt so the toddler is less likely to suffer from high blood pressure/hypertension.
2. 0.17g/lowest amount of salt contributes to the dietary target to reduce salt and the parent is keen for the toddler to have a healthy snack.

Question 1 (continued)

(d) Explain why each of the following is important when planning meals.	
Core skills: Recall	Marks allocation: 2 marks
2 x 1 mark for correct explanation	

Time for food preparation

1. Consumers may choose foods which can be prepared/cooked in the time available.
2. If there is limited time to prepare food then simple dishes should be planned.
3. If there is limited time to prepare food then consumers may choose more ready meals/part-prepared foods/take-aways.
4. If there is limited time to prepare meals consumers may use more convenience products/use less fresh produce.
5. Consumers may prepare foods when they have time and freeze them to use at a later date.
6. Consumers may make more complicated meals if they have enough time to prepare them.

Available budget

1. If budget is limited consumers may use more economy brands when planning meals.
2. If budget is limited consumers may be limited in their choice of foods.
3. If budget is limited consumers may use more convenience foods as they think these are cheaper/less fresh foods as they perceive these to be more expensive.
4. If budget is limited consumers may choose lower quality foods if they are cheaper.
5. If budget is high then consumers may choose foods from stores they perceive as 'quality' stores.
6. If budget is high then consumers may choose to buy more 'quality' ready meals/luxury items.

Question 2

(a) Give two benefits of breastfeeding a baby.	
Core skills: Recall	Marks allocation: 2 marks
2 x 1 mark for benefit linked to baby/mother	

Benefits:

1. Boosts baby's immune system (as it contains several antibodies which protect against disease).
2. Milk is always at the correct temperature so baby won't be harmed.
3. Milk is always at the correct temperature so baby is more likely to feed well.
4. All nutrients required by baby are present in correct amounts (so not likely to suffer from malnutrition).
5. All nutrients can be readily absorbed by baby/less likely to suffer from malnutrition.
6. Milk is in correct consistency so less chance of baby being overweight/underweight/suffering from constipation
7. Does not cause allergies so baby is likely to thrive better.
8. Baby is less likely to become ill from incorrect bottle sterilisation.
9. Helps mother/baby bond.
10. No added expense for the mother.
11. May offer protection against cancer in the mother.
12. May help the mother get her figure back more quickly.
13. Saves the mother time preparing/sterilising bottles.
14. Easier to feed baby on demand.

Question 2 (continued)

- (b) Study the top shown and explain the importance of **three** design features to a new mother who is breastfeeding.
Number the boxes **1**, **2** and **3** to indicate your choice.

Core skills: Recall

Marks allocation: 3 marks

3 x 1 mark for explanation linked to mother

Double thickness layer

1. This allows the mother to breastfeed without fear of leakages.
2. This allows the woman to have extra support (as she may be uncomfortable) when she is breastfeeding.

Button neck fastenings

1. This allows easy access for the mother to breastfeed.
2. This makes breastfeeding the baby more discreet.

Loose fitting

1. This allows the mother to feel more comfortable if she is still carrying the excess weight.
2. This lets the mother feel comfortable/less restricted as she is breastfeeding.

Removable belt

1. This lets the mother loosen or tighten the top as she needs to feel comfortable.
2. This lets the mother tighten the top as she loses weight.
3. This allows the top to have more shape if the mother needs to look smarter.
4. The mother can remove the belt to achieve a different look.

Easy care

1. This will save the mother time/effort as she will be busy (with the baby).
2. The top can be washed/dried quickly as she may not have many suitable tops.
3. This will help ensure good hygiene for mother/baby.

Question 2 (continued)

- (c) The parents of a 5 month old baby wish to buy a highchair which will be suitable as their child grows. They live in a small flat and do not have a dining table.
Study the information about highchairs and choose the high chair which best suits the needs of the family

Core skills: Drawing conclusions

Marks allocation: 3 marks

1 mark for correct choice

2 x 1 mark for appropriate reasons linked to the needs of the family.

Correct choice: Highchair B

Available in pine

1. This is good as it will be suitable for a boy/girl.
2. This is a neutral colour so will fit in with most colours in the flat.

Converts to low table and chair

1. This is good as the parent wants a chair that will grow with the child and this will suit the child when he/she is older.
2. This is good as the parents will not have to buy another chair as it converts to a toddler chair.
3. This is good as the parents do not have a table and this will provide one for the child.

Removable wipe clean tray

1. This is good as the child can be fed easily as food can be placed on the tray.
2. This is good as the tray can be washed so maintaining hygiene for the child.
3. This is good as the tray can be removed to make washing easier for the parents.
4. This is good as it will make it easier for the child when he is learning to feed himself.
5. This is good as the parents do not have a table and plates can be put directly on the tray.

Full safety harness included

1. This is good as the parents will not have to pay extra for a harness.
2. This is good as the parents will know the child is seated safely/securely.
3. This is good as the child will not fall/climb out of the highchair.

Folds flat for storage

1. This is good as the parents live in a small flat/will not have much room.
2. This is good as the highchair can be stored without taking up too much room in the flat.
3. This is good as the parent can fold/store the high chair easily when not in use.

Question 2 (continued)

- (d) The mother is returning to work when the baby is six months old. She will work 2 full days and 1 morning each week. She will have a limited income and will travel to work by bus.
Choose **one** of the following child care services and evaluate how well it would suit her needs.

Core skills: Evaluation

Marks allocation: 4 marks

4 x 1 mark for each of 4 points of evaluation linked to mother/child

Nursery

Situated 5 minutes walk from mother's work

1. This is good as mother can drop off the child on her way to work.
2. This is good as mother can get to child quickly if child is ill/injured.
3. This is good as mother will not have to pay extra money to get child to nursery.

Children can attend or full days or half days at cost of £15 per half day.

1. This is good as mother is working for 2½ days so can pick child up at lunchtime on half day.
2. This is good as the mother will save money as she only has to pay for the time that the child attends.
3. May be less suitable as the mother may have to pay for an additional half day if she is late in picking up the child.

Indoor facilities only

1. This is good as mother will not have to worry about child injuring themselves if outside.
2. This is poor as the child may not get much fresh air on the days that the mother works all day.
3. This may not be suitable as the child will not get outside if the weather is good.
4. This is good as mother will not have to spend extra money providing outdoor clothing to be kept at nursery.

Children can attend from 6 months – 3 years old

1. Good as child is 6 months old so is old enough to attend the nursery.
2. This may be less suitable as the mother will need to find somewhere else for the child to go when it is three years old.
3. Not good as child may be unsettled when moved at 3 years old.

1 adult for 4 children

1. This is good as there should be enough adults to supervise the child.
2. This may be less suitable as the child may not get so much individual attention.

Snacks and lunch at extra cost

1. This may not be suitable as mother is on a limited income so this may be expensive.
2. This is good as the mother does not have to worry about providing snacks or lunch for the child on the days she is working.
3. This is good as the mother will not have to pay for lunch on the half day.
4. This may not be good as snacks and lunch may not be liked by child (so wasting money).

Childminder

Lives on same street as mother

1. This is good as mother can drop child off on her way to work.
2. This is good as mother will not have to pay any more money to transport child to childminder
3. This may be less suitable as mother may not be able to get to child quickly if injured/ill.

Daily cost £30 regardless of whether child attends for half days or full days

1. This is good as mother can keep child at childminder on her half day as she has paid for it and have time to herself.
2. This is costly for the mother as she will have to pay for a full day even if she picks up the child at lunchtime.

Childminder lives next to a play park

1. This is good as child can get regular fresh air.
2. This is good as the child can get outside on days when the weather is good.
3. This may be a problem as child may be more likely to get injured if allowed to play outside.
4. This may be costly as mother may have to provide extra outdoor clothing.

Children can attend from 6 months old to school age

1. This is good as child is old enough to attend.
2. This is good as child can attend right up to going to school.
3. This is good as child can develop a good relationship with childminder if child attends for many years.
4. This may be less suitable as the child may not get the attention that they need due to the wide range of ages.
5. This is good as child has time to establish a good relationship with other children.

1 adult to 5 children

1. This is good as child will be in a small group so will receive enough attention.
2. This may not be satisfactory as children could be all different ages and child might not get the attention that they need.

Snacks and lunch included in cost

1. This is good as the mother will not have to pay extra money for the child's lunch on the childminder days.
2. This is good as the mother is on a limited income.
3. This may be less satisfactory if these lunches cost more than being provided by the mother as she is on a limited income.
4. This is good as the mother will know that the child is getting fed adequately.
5. This may be less suitable as the mother may have no control over the cost of lunch/snack.
6. May be less suitable as the mother may have no control over what the child is eating.
7. May be less suitable as the mother is paying for food the child may not be eating.

Question 3

(a) Identify three techniques which could be used by a television advertiser to increase sales.	
Core skills: Recall	Marks allocation: 3 marks
3 x 1 mark for correct identification of techniques.	

Techniques

1. Attractive/healthy/happy people shown using the product.
2. Famous personalities shown using the product.
3. Endorsements of the product by famous personalities.
4. Sponsorship of events where brand name is prominent and repeated.
5. Use of brand name on other types of clothing/accessories so that logo becomes status symbol.
6. Repetition of brand name to make consumer buy product/remember product.
7. Use of humour to attract consumer's attention/make them remember brand.
8. Use of slogan to make consumers remember the brand/product.
9. Makes consumers feel they must be part of the group/displays images of desired lifestyle/desired self image.
10. Implying that product will make consumers appealing to opposite sex.
11. Use of demonstration of the product.

(b) A manufacturer wishes to make football tops. Evaluate the suitability of the fabric shown below for the manufacturer.	
Core skills: Evaluation	Marks allocation: 4 marks
4 x 1 mark for appropriate evaluation linked to the football top/football team/manufacturer.	

Durability – 4 stars/excellent

1. 4 stars/excellent, suitable as the tops will last a long time/will not need to be repaired/replaced often so saving the team money.
2. 4 stars/excellent, suitable as the tops will withstand rough treatment when playing football.
3. 4 stars/excellent, satisfactory as this will appeal to the football team, so increasing sales.

Elasticity – 2 stars/fair

1. 2 stars/fair, may not be suitable as it could be uncomfortable to wear when playing football.
2. 2 stars/fair, may not be suitable as it may restrict the players' movements when playing football.
3. 2 stars/fair, may not be suitable as the top may be more likely to rip when playing football.
4. 2 stars/fair, may not be suitable as the top may not keep its shape so will not look as smart.
5. 2 stars/fair, may not be suitable as this may restrict sales/repeat purchases.

Absorbency – 1 star/poor

1. 1 star/poor absorbency less suitable as would not absorb perspiration so players will be uncomfortable.
2. 1 star/poor absorbency may be suitable as the top will dry quickly making the players more comfortable.

Ease of care – 4 stars/excellent

1. 4 stars/excellent, suitable as tops will need to be washed frequently/after every game.
2. 4 stars/excellent, suitable as tops will look good for longer maintaining the team's appearance.
3. 4 stars/excellent, suitable as will save players time/money washing tops.
4. 4 stars/excellent, suitable as teams may be encouraged to buy the tops so increasing sales/repeat purchases.

Range of colours – 3 stars/good

1. 3 stars/good, suitable as the team will be able to buy tops in the team colours.
2. 3 stars/good, suitable as the manufacturer will be able to sell tops to most teams.
3. 3 stars, may not be suitable as the manufacturer may not be able to supply a team's colours.

Cost – ££/fairly inexpensive

1. ££/fairly inexpensive, suitable as team may have a limited budget.
2. ££/fairly inexpensive, good as the manufacturer maybe able to make a larger profit.
3. ££/fairly inexpensive, good as the manufacturer may be able to sell the tops more cheaply increasing sales.

(c) The football players wish to follow a healthy diet. The following menu is available in the training ground café.

Identify **three different** Scottish Dietary Targets this menu helps to meet.

Core skills: Recall

Marks allocation: 3 marks

3 x 1 mark for identification of correct Scottish Dietary Targets

1. Eat less fat/reduce intake of fat (to 35% of total energy)
2. Eat less salt/reduce intake of salt/reduce intake of salt (from 163mmls) to 100mmls per day.
3. Eat more fruit and vegetables/fruit and vegetable intake to double/increase intake of fruit and vegetables (to 400g/5 portions per day).
4. Eat more Total Complex Carbohydrates/increase intake of Total Complex Carbohydrates (by 25%).
5. Eat more breakfast cereals/intake of breakfast cereals to double/increase intake of breakfast cereals (to 17g per day).

(d) Explain the benefit to the consumer of the following pieces of information found on food labels.

Core skills: Recall

Marks allocation: 2 marks

2 x 1 mark for explanation

Ingredients List

1. Useful as consumer may wish to avoid certain ingredients.
2. Order of ingredients may indicate value for money to the customer.
3. Order of ingredients could indicate how healthy the food is to the consumer.
4. Would indicate the presence of additives which the consumer may wish to avoid.

Use by Date

1. So the consumer knows when the product is no longer safe to eat.
2. Consumer may suffer from food poisoning if the food is eaten after this date.

Question 4

- (a) An environmentally friendly family wishes to buy a new washing machine. The family has five members including two children under five.
Study the information on washing machines below and choose the **most suitable** washing machine for the family to buy.

Core skills: Drawing conclusions

Marks allocation: 4 marks

1 mark for correct choice

3 x 1 mark for reasons linked to the needs of the family

Correct Choice: B

Wash performance A+

1. Gives the best wash performance/clothes will be cleanest so will give the family the best result.
2. A+ performance should allow stains on the family's clothing to be removed.

Spin performance A

1. Good spin performance so clothes will take less drying time (so the tumble drier will not need to be used as much) as this family wish to be environmentally friendly.
2. Clothes for the family will dry faster, so can be worn more frequently/may be required next day/for school/reduce the amount of clothes needed.

Economy wash programme

1. Good (as loads can be washed at a lower temperature) as this family wish to be environmentally friendly.
2. Good as programme will use less water/less detergent/less electricity so allowing family to be environmentally friendly.
3. Good as loads will be washed quicker so saving the family time.

12 programmes

1. Good as they will be able to find a programme suitable for all the family's needs.

7kg wash load

1. Good as more can be washed in one load, so saving the family time.
2. Good as more can be washed in one load so saving on water/electricity/detergent.

50 litres of water per cycle

1. Low amount of water used so will suit the family who like to be environmentally friendly.

(b) Part (i)

The family have been charged for the washing machine to be delivered although the shop had an advert in the window showing 'Free Delivery'.

Name the Act that protects the family in this situation and state **two** points of this Act.

Core skills: Recall

Marks allocation: 3 marks

1 mark for name of Act

2 x 1 mark for explanation linked to appropriate Act

Name of Act	Explanation
Trade Descriptions Act 1968	<ol style="list-style-type: none"> 1. Goods must not be falsely described. 2. It is illegal for traders to knowingly (or accidentally) mislead customers. 3. It is an offence to apply a false trade description to goods/to supply goods with a false trade description.

Question 4 (continued)**(b) Part (ii)**

The washing machine stops spinning after the family has owned it for two months.

Name the Act that protects the family in this situation and state **two** points of this Act.

Core skills: Recall

Marks allocation: 3 marks

1 mark for name of Act

2 x 1 mark for explanation linked to appropriate Act

Name of Act	Explanation
Sale and Supply of Goods Act 1994	<ol style="list-style-type: none"> 1. Goods must be as described. 2. Goods must be fit for the purpose for which they were sold. 3. Goods must be of satisfactory quality. 4. Family have a reasonable time to accept/reject goods. 5. Family is entitled to a full refund if goods are damaged/may be entitled to additional compensation. 6. If damage is minor the family may accept a repair/replacement.

(c) Explain **one** way that the environmentally friendly family could recycle **each** of the following:
Clothing
Packaging

Core skills: Recall

Marks allocation: 2 marks

2 x 1 mark for explanation

Clothing

1. Give to charity shops/use charity bags/use clothing banks.
2. Customise to revive old clothes.
3. Pass clothes onto other people/attend clothes swapping parties.
4. Remove and reuse buttons, zips and trimmings.
5. Use as cleaning cloths.

Packaging

1. Use carrier bags as bin bags.
2. Reuse jars/tubs for storage of food/household goods.
3. Place packaging in appropriate home recycling bins/use recycling banks.
4. Reuse packaging to make craft items.

Question 4 (continued)

(d) Name each of the following symbols found on labels. Explain the importance of symbol 1 .	
Core skills: Recall	Marks allocation: 3 marks
2 x 1 mark for name of each symbol 1 mark for explanation linked to symbol 1	

Symbol	Explanation
1. Eco label	1. Found on products (eg washing machines) showing they have been manufactured taking account of environmental issues. 2. Products include features to use less energy/less water/less detergent.
2. (BSI) Kitemark	

Question 5

- (a) Primary school enterprise pupils are planning to develop mini celebration cakes for sale. They have produced a flow chart to help in the development of the product. Study the flow chart below and explain the importance of steps 1, 2 and 4.

Core skills: Recall

Marks allocation: 3 marks

3 x 1 mark for explanation linked to the needs of the pupils

Step 1 – Identify needs of consumer

1. To help the pupils to decide what type of end product they need to produce.
2. To help pupils establish a final price.
3. To help ensure that pupils' cakes will be popular/will sell.
4. To allow pupils to identify any constraints.
5. To allow pupils to identify possible ingredients for cakes.
6. To help pupils identify the appearance of the cake found to be most attractive/appealing to customers.
7. To help pupils identify the most attractive/appealing packaging for the cakes.

Step 2 – Draw up a specification for the product

1. To explain exactly how the cakes should look.
2. To allow the pupils to describe the possibilities/restrictions of the cakes.
3. To provide the pupils with a checklist for quality control/ensure a uniform product.
4. To allow pupils to put checks in place to maintain high standards of hygiene.
5. To ensure the pupils meet the needs of the customer.
6. So the pupils know the materials needed for manufacture.
7. So the pupils know the cost of the materials.

Step 4 – Make a prototype for the product

1. Pupils will be able to collect information/identify problems about production/manufacture while still on a small scale.
2. Pupils will be able to make modifications to production/specification more quickly/more easily/more cheaply (while still on a small scale).
3. Pupils will be able to establish suppliers for resources/ingredients.
4. Pupils will be able to cost the product more accurately.
5. Pupils can decide whether to produce/abandon product.

- (b) Identify **three different** sensory tests the pupils could use when developing the cakes.

Core skills: Recall and use of knowledge

Marks allocation: 3 marks

3 x 1 mark for explanation linked to needs of the pupils

1. Rating/ranking/preference.
2. Paired comparison.
3. Duo-trio.
4. Triangle.
5. Taste threshold.
6. Disassembly.

Question 5 (continued)

- (c) The pupils wish to package their cakes in an attractive way, using environmentally friendly packaging.
Study the information about packaging shown and choose the **most suitable** packaging for the pupils to use.

Core skills: Drawing Conclusions

Marks allocation: 3 marks

1 mark for correct choice

2 x 1 mark for appropriate reasons linked to the needs of the pupils.

Correct Choice: A

Recyclable – yes

1. The group wants environmentally friendly packaging and this packaging can be recycled.

Airtight – 3 stars/good

1. 3 stars/good so cake will have longer shelf life, giving the pupils more time to sell it/it will be in good condition for sale.
2. Not the highest score but will be sufficient as cake is not a high risk food/will not deteriorate quickly.

Visible contents – 4 stars/excellent

1. The cakes will be able to be seen and so may encourage sales.
2. Packaging will make cakes look attractive and so should encourage sales.
3. More hygienic as they can be displayed while in the packaging.

Strength – 3 stars/good

1. Cake would be less likely to be damaged so would be more appealing to customers.
2. Consumer may be happy to buy the cake as it can be transported home safely.
3. Cake is less likely to be damaged so pupils will not have to throw away damaged stock/lose money.

Designs available – white, silver, gold/widest range

1. Good range of colours so pupils can choose the one which matches the cakes best.
2. Gold/silver may be considered ‘special’ for celebration cakes, so may encourage sales.

Question 5 (continued)

- (d) Primary school pupils are organising an end of term lunch.
The pupils are looking for a main dish to serve that is:
- easily prepared
 - quick to cook
 - easy to serve
 - aesthetically pleasing.

Study the information about dishes shown and choose the **most suitable** dish for the pupils to serve.

Core skills: Drawing Conclusions

Marks allocation: 3 marks

1 mark for correct choice

2 x 1 mark for appropriate reasons linked to the needs of the pupils.

Correct Choice: Dish A

Preparation instructions – Remove lid from foil tray

1. Easy/easiest to prepare which is what the pupils want.
2. Easy/easiest to prepare/little skill needed so it will be within pupils' capabilities.

Cooking instructions – Bake for 20 minutes in the oven or microwave on full power for 4 minutes.

1. Pupils want a dish that is quick to cook and this can be cooked in microwave in only 4 minutes/is the quickest dish to cook.
2. Even if pupils do not have a microwave it is still one of the quickest dishes to cook in the oven.
3. This is quick to cook so guests will not have to wait a long time for their food.

Appearance – 4 stars/excellent/best

1. 4 stars/excellent/best score and this is what the pupils want.
2. 4 stars/excellent/best score so will encourage guests to eat it/will appeal to guests.

Flavour – 3 stars/good/best

1. 3 stars/good/best score for flavour so should encourage guests to eat it/guests will enjoy it.
2. 3 stars/good/best scores for flavour so should be little waste.

Serving details – Serve directly from trays onto plate

1. Can be served easily which is what the pupils want.
2. Can be served directly from trays so pupils will not require extra serving dishes.
3. Can be served straight from trays so less washing up for pupils.
4. Can be served straight from trays so will be easy for the pupils/will be within the pupil's capabilities.
5. Can be served straight from trays so saving pupils time/pupils can serve up quickly.

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

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)	Benefits to health of taking regular exercise.		✓	2
	Functions of calcium and iron.		✓	4
	Choice of snack for a toddler.		✓	4
	Factors which are important when planning meals.		✓	2
2. (a) (b) (c) (d)	Benefits of breastfeeding.		✓	2
	Design features of a top designed for breastfeeding.	✓		3
	Choice of highchair.		✓	3
	Evaluation of childcare facilities.	✓		4
3. (a) (b) (c) (d)	Advertising techniques.		✓	3
	Evaluation of fabric for a football top.		✓	4
	How a menu meets Scottish dietary targets.		✓	3
	Information found on food labels.		✓	2
4. (a) (b) (c) (d)	Choice of washing machines for a family.		✓	4
	Sale and Supply of Goods Act and Trades Descriptions Act.	✓		3
	Methods of recycling.		✓	2
	Eco-daisy label and kitemark.		✓	3
5. (a) (b) (c) (d)	Importance of stages of product development.		✓	3
	Sensory testing.		✓	3
	Choice of packaging.		✓	3
	Choice of lunch dishes		✓	3

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	
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	4				4			
1b	2				2			
1c	4					4		
1d	2				2			
Totals	12	0	0	0	8	4	0	12

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		
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	4			0	4			12
b	2				2			
c	4					4		
d	2				2			
2a	2				2			12
b		3		3	3			
c		3				3		
d			4	4			4	
3a			3		3			12
b	4				3		4	
c	3	4			3			
d			2		2			
4a			4			4		12
b		2	3	3	3			
c			2		2			
d		4	3		3			
5a		3				3		12
b		3			3			
c		3			3			
d			3			3		
Totals	21	15	24	10	35	17	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]