



2010 Lifestyle & Consumer Technology

Higher

Finalised Marking Instructions

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**2010 Home Economics
Lifestyle and Consumer Technology**

Section A – Short Response Questions

Question	Response	Marking Guidelines
1 State one function of the family.	<ol style="list-style-type: none"> 1. Care/support. 2. Reproduction. 3. Emotional support/love/companionship. 4. Social control. 5. Socialisation. 6. Education/training. 7. Economic support/money/financial support. 8. Provide food. 9. Provide shelter. 10. Provide clothing. 11. Ensure safety/protection. 	<p>1 mark</p> <p>1 x 1 mark for one function of a family.</p>
2 State one benefit to health of increased consumption of fruit and vegetables.	<ol style="list-style-type: none"> 1. Provides dietary fibre/NSP. 2. Filling so prevents overeating/obesity 3. Low in sugar. 4. Low in fat. 5. Helps reduce the risk of CHD/cancer 6. Keeps a healthy digestive system. 7. Reduces the incidences of bowel disease/haemorrhoids/bowel cancer/diverticulitis/constipation 8. Good source of ACE vitamins/anti-oxidants. 9. Helps to meet the dietary targets for fruit and vegetables. 10. Supplies vitamin A to help aid vision in dim light. 11. Supplies vitamin C for healthy skin/connective tissue/iron absorption. 12. Supplies iron for haemoglobin/red blood cells. 13. Supplies iron to prevent anaemia. 14. Supplies vitamin B2 for release of energy. 15. Supplies vitamin B2 for energy release from protein/fats/carbohydrates. 16. Supplies vitamin K to help clot blood. 17. Supplies vitamin E to maintain cell membranes. 18. Supplies folic acid. 	<p>1 mark</p> <p>1 x 1 mark for one benefit of fruit and/or vegetables.</p>
3 Identify one cooking method which would help meet the Scottish Dietary Targets.	<ol style="list-style-type: none"> 1. Boiling. 2. Steaming. 3. Poaching. 4. Microwave. 5. Stir-fry. 6. Grilling. 7. Pressure Cooking. 8. Baking. 	<p>1 mark</p> <p>1 x 1 mark for one identified cooking method.</p>

Question	Response	Marking Guidelines
4 Name one safety label found on electrical goods.	<ol style="list-style-type: none"> 1. BSI safety mark. 2. Microwave label. 3. Double insulation on electrical appliances. 4. BEAB Approved. 5. BEAB Approved via CCA. 6. Electrical Equipment Key mark. 7. Kitemark. 	<p>1 mark</p> <p>1 x 1 mark for one identified label found on electrical goods.</p>
5 Give the name used for goods which are produced and sold with the aim of improving wages in the third world.	<ol style="list-style-type: none"> 1. Fair Trade. 	<p>1 mark</p>
6 What does the abbreviation OFT stand for?	<ol style="list-style-type: none"> 1. Office of Fair Trading. 	<p>1 mark</p>
7 Give one property of wool.	<ol style="list-style-type: none"> 1. Absorbent. 2. Crease resistant. 3. Warmth. 4. Elastic/stretchy. 5. Non flammable. 6. Weak when wet. 7. May shrink. 	<p>1 mark</p> <p>1 x 1 mark for one property of wool.</p>
8 Give one benefit of The Sale and Supply of Goods to Consumer Regulations (2002).	<ol style="list-style-type: none"> 1. Consumers have the legal right to choose repair/replacement/partial/full refund if a fault appears (within five years.) 2. Consumers know that the goods being purchased must be of 'satisfactory quality'/work properly/are not faulty/are safe. 3. Consumers know that the goods they are purchasing are 'as described'. 4. Consumers know that the price they pay is fair in terms of quality/price. 5. Consumers know that the goods they are purchasing are 'fit for purpose'. 	<p>1 mark</p> <p>1 x 1 mark for one benefit of these regulations.</p>
9 Give two causes of cross contamination.	<ol style="list-style-type: none"> 1. Using same boards/knives for raw then cooked foods. 2. Raw and cooked foods stored together (allowing bacterial transfer from raw to cooked food). 3. Raw food being stored above cooked food (allowing transfer of blood/juices). 4. Poor personal hygiene of food handler (eg hair/nails/jewellery) who then handles food. 5. Food handler with dirty hands handling food. 6. Food handler coughing/sneezing over food. 7. Food handler with an uncovered cut then handling food. 	<p>2 marks</p> <p>1 mark for each cause.</p>

Question	Response	Marking Guidelines
10 State two benefits of additives in food.	<ol style="list-style-type: none"> 1. Increases shelf life of foods/preserves food. 2. Improves aesthetic appeal of foods/colour/flavour/appearance/texture. 3. Reduces waste as foods last longer. 4. Increases the range of foods available in convenience form. 5. Allows increased range of low-fat products. 6. Allows foods to be fortified/improving nutritive value. 7. Additives are tested/approved so consumer knows they are safe. 8. Can improve the ability of a product to set. 9. Can be used to emulsify/prevent ingredients separating. 10. Can prevent powdery products clumping (anti caking products). 11. Can lighten baked products. 12. Stops food/fats going rancid. 	<p>2 marks</p> <p>1 mark for each benefit.</p>
11 Give two ways the Consumers' Association benefits the consumer.	<ol style="list-style-type: none"> 1. The Consumers' Association gives independent/reliable/unbiased information on consumer goods. 2. The Consumers' Association allows the consumer to choose the item that best suits their needs. 3. The Consumers' Association features items which are tested for safety/reliability and service allowing the consumer to make a wise choice. 4. The Consumers' Association can be easily accessed in public libraries. 5. The Consumers' Association compares items for price. 6. The Consumers' Association allows the consumer to choose the item most suited to their budget. 7. The Consumers' Association deals with a wide range of consumer issues. 8. The Consumers' Association deals with a wide range of consumer products/services. 9. "Which?" magazine is available by online subscription so the consumer can access information easily. 10. "Which?" magazine allows consumers to make an informed choice about a wide range of products. 	<p>2 marks</p> <p>1 mark for each way.</p>

Question	Response	Marking Guidelines
<p>12 State two reasons manufacturers use market research.</p>	<ol style="list-style-type: none"> 1. Allows the manufacturer to evaluate new/existing products. 2. Identifies market trends/existing products. 3. Identifies gaps in the market. 4. Identifies a target group to the manufacturer. 5. Establishes if there is a need for a new product/gain consumers opinion of a new product for the manufacturer. 6. Establishes the needs of the target market/what would influence consumers to buy a new product. 7. Allows the manufacturer to investigate consumer trends/habits/popularity. 8. Allows the manufacturer to assess the potential market/to find out what is on the market /assess competition from other manufactures. 9. Market research identifies competitors to ensure their product will be successful. 10. Gain information on how successful a new product is going to be. 11. Market research identifies the likes/dislikes of prototypes during the product development/ to look for ways to improve the product. 12. Market research identifies how much people are willing to pay for products/can set price from findings/to see if it will make a profit/decide on pricing policy. 13. Establish new ideas for products/ways to improve a potential product. 14. Helps to decide the best way to promote/advertise a product. 15. Find out why a product is not selling/the cause of a drop in sales. 	<p>2 marks</p> <p>1 mark for each reason linked to manufacturer.</p>
<p>13 Give one advantage and one disadvantage of online banking.</p>	<p>Advantage</p> <ol style="list-style-type: none"> 1. Banking can be carried out, out of hours. 2. Banking can be done in comfort of your home. 3. Banking can be done at a time convenient to you. 4. Online banking service is free. 5. Can apply for an overdraft/loan without appointment. 6. Allows you to compare banking facilities with other banks. 7. Allows payment of household bills. 8. Access to bank account when abroad. 9. Easier to keep track of money. <p>Disadvantage</p> <ol style="list-style-type: none"> 1. Not all homes have Internet facility. 2. Older generation may prefer the personal service. 3. Increased risk of fraud/personal details may be accessed by others. 4. Using internet to access bank account costs money. 	<p>2 marks</p> <p>1 mark for one advantage and 1 mark for one disadvantage.</p>

Question	Response	Marking Guidelines
<p>14 Give one advantage and one disadvantage of breastfeeding.</p>	<p>Advantage for mother</p> <ol style="list-style-type: none"> 1. Breast milk is free. 2. Breastfeeding helps mum and baby bond. 3. Breastfeeding may help mum lose excess weight gained during pregnancy. 4. Breastfeeding has been linked to reducing breast cancer in mum. 5. Breastfeeding is convenient (no bottles, sterilizing required)/can be done in most places. 6. Breastfeeding improves muscle tone in mum's lower abdomen. 7. Breastfeeding helps the mothers womb to contract/return to the normal position. <p>Advantage for baby</p> <ol style="list-style-type: none"> 1. Breast milk contains the required nutrients for the baby. 2. Breast milk contains antibodies to allow the baby to fight infection. 3. Breast milk contains antibodies to help prevent allergies. 4. Breast milk is clean/cannot be contaminated. 5. Breastfeeding helps mum and baby bond. 6. Breast milk is always at the correct temperature for the baby. 7. Breast milk contains essential fatty acids which assist brain development in the baby. 8. Breast milk is claimed to reduce asthma in the baby. 9. Breast milk is easier to digest/less chance of upset tummy/nappy rash for the baby. 10. Breast milk contains no chemicals. <p>Disadvantage for mother</p> <ol style="list-style-type: none"> 1. Only mum can feed. 2. Bonding not an option for dad. 3. Not all mums can breastfeed. 4. Mother may suffer over tiredness due to feeding demands on her. 5. Breast shape changes 6. Painful/uncomfortable for the mother. 7. Some mothers may feel self conscious feeding in public. <p>Disadvantage for baby</p> <ol style="list-style-type: none"> 1. No control over quantity baby receives/may have insufficient milk. 2. No control over quality of milk baby receives. 3. Bonding not an option for dad. 4. If mother smokes/drinks alcohol/takes drugs this could be passed onto the baby. 5. Some foods consumed by the mother may cause irritation to the baby. 	<p>2 marks</p> <p>1 mark for advantage and 1 mark for disadvantage.</p> <p>Answers can be linked to either mother or baby.</p>

Section B

a) Identify and explain **three** factors which affect the choice of clothing for school pupils.

Marking Instructions:

3 x 1 mark for **each** factor.

3 x 1 mark for **each** point of explanation linked to the choice of clothing for school pupils.

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

Total – 6 marks (KU)

Factor	Explanation
1. Cost/available income	<ol style="list-style-type: none"> 1. Cost must be considered to ensure school clothing is affordable to all/within budget. 2. School clothing grants may restrict choice of retail outlet. 3. Special promotions on school clothing by some retail outlets may reduce cost of school clothing. 4. School clothing can be passed down to younger family members to save money. 5. Salaries/wages of the parents will influence how much money is available to spend on school clothing/quality of the school clothing. 6. Unemployment may mean there is less money available to spend on school clothing. 7. The money available will influence/restrict whether the school clothing is selected from designer ranges. 8. School clothing/uniform may include a blazer which would be expensive. 9. As child is growing school clothing may need to be replaced which could be costly.
2. Peer group pressure	<ol style="list-style-type: none"> 1. Individuals may choose to wear clothing to help them blend in/ be part of a group in school. 2. School clothing must be acceptable to the peer group to prevent bullying so choice may be made to meet peer pressure. 3. Pupils may feel pressure to purchase their school clothing from specific retail outlets. 4. Pupils may make similar choices for school clothing to their friends. 5. School pupils do not like to look different to their peers so may chose school clothing which conforms to the brand/designer label which is in fashion at the time.
3. Beliefs/culture/religious influences	<ol style="list-style-type: none"> 1. School children may hold strong beliefs which may affect the choice of school clothing worn. 2. Children who are vegans may not wear school clothing which is made from products coming from animals (wool, leather etc). 3. Children/families with a strong interest in environmental issues may choose school clothing with a reduced carbon footprint. 4. Muslim girls may choose to wear trousers as part of their school uniform. 5. Muslim girls may choose to wear special headscarfs as part of their school clothing. 6. Sikhs may have long hair and wear a turban as part of their school clothing.

Factor	Explanation
4. Advertising/marketing/promotional influences	<ol style="list-style-type: none"> 1. Retail outlets/super markets may have special promotions on school clothing to encourage sales. 2. Display of ‘back to school’ displays encourage sales of school clothing. 3. TV advertising may promote special offers on school clothing. 4. School pupils may choose school clothing if it has been modelled/advertised/promoted by an idol.
5. Environmental issues	<ol style="list-style-type: none"> 1. Pupils may choose to buy organic cotton school clothes if they are concerned with the environment. 2. Pupils may choose to buy Fair Trade cotton school clothes if they are concerned with the environment. 3. Children/families with a strong interest in environmental issues may choose school clothing with reduced carbon footprint. 4. Parents of school pupils may choose school clothing could be influenced by how clothes are laundered/washed at low temperatures as this will help to save energy/be more environmentally friendly. 5. Parents of school pupils may choose school clothing that requires no ironing, this will save energy/fossil fuels/be more environmentally friendly. 6. School clothing may be influenced by the type of fabrics the clothing is made out of/school pupils may choose clothing made of Lyocell/tencel as these fabrics are more eco friendly. 7. School pupils may not want their clothing made from synthetic fibres as these are less environmentally friendly. 8. School pupils may choose to buy clothes from second hand shops, this is more environmentally friendly as it helps to reduce/take a sustainable approach.
6. Specialist subjects/education	<ol style="list-style-type: none"> 1. Pupils may require specialist clothing for different subject areas eg apron for HE/sports clothing for PE/lab coat for science. 2. School clothing for HE classes would need to be easy to wash so that it helps maintain food hygiene. 3. School clothing for PE classes would need to be easy to wash to maintain standards of personal hygiene/prevent body odour. 4. Aprons for CDT for practical woodwork subjects would protect the clothing from saw dust.
7. Geographical location	<ol style="list-style-type: none"> 1. Pupils may live far from shops and so rely on the Internet for purchase of school clothes. 2. Pupils who live in outlying areas may have restricted choice of school clothes. 3. Pupils who live near shops may have wider choice of school clothes.
8. Ease of care/laundrying	<ol style="list-style-type: none"> 1. School clothing must be easy to launder as this will be a regular task to ensure clothing remains smart. 2. School clothing should not be dry clean only as this would add to the cost/time of maintaining the clothing. 3. School blazers tend to be wool and therefore require dry cleaning. 4. Technological developments may affect choice of school clothes as new fabrics/finishes have been created giving garments a whole new range of properties which make them easy care. (eg reduce creasing/ease of laundrying/stretch/elasticity/breathability etc)

Factor	Explanation
9. Size range	1. A wide size range is important to ensure school clothing is available to pupils of all shapes/sizes.
10. Crease resistant	1. Crease resistance will ensure the school clothing does not lose shape/remains smart as it is worn over many days.
11. Durability/quality	1. School clothing is expected to last a long time. 2. School clothing should be durable to last the school year.
12. Warmth	1. To ensure comfort, the school clothing must be warm in winter. 2. The school clothing should have layers that can be removed if the school/classroom gets warmer.
13. Comfort	1. School clothing must be comfortable to wear so as not to hinder the learning experiences of the child.
14. Strength	1. School clothing for primary children must be particularly strong as these children tend to be more active during playtime. 2. School clothing must be strong as when purchased it may need to last the whole school year.
15. Stretch	1. School clothing should stretch to allow comfort during movement/prevent tearing during activity. 2. The appearance of school clothing which contains lycra will be less creased.
16. Uniform/school rules/school colours	1. Schools with a designated uniform would affect the choice of clothing . 2. Schools usually have a designated colour scheme which must be kept to for school clothing .
17. Access to shops/locale	1. Geographical location (urban or rural) will affect the range of shopping opportunities for school clothing available. 2. There may be a wide range of shops to choose school clothing if living in an urban area. 3. If living in a rural location range of shops to purchase school clothing may be limited. 4. Higher income may enable parent to be able to travel to shops out with local area to get better choice/take advantage of special offers on school clothing . 5. May need to make use of catalogues/telephone/internet/postal shopping opportunities to extend available range of school clothing if living in a rural location. 6. Time available to shop – rural location may involve travelling to large town/city with young children to purchase school clothing this may be difficult/restricted to weekends.
18. Online shopping	1. Consumers may choose to purchase the school clothing from an online retailer as this may give a better choice/save time/better access due to geographical location.
19. Gender	1. Type/style/colour/fashion and aesthetic qualities will influence the choice of school clothing for gender of child.

Factor	Explanation
20. Season/climate/ weather	<ol style="list-style-type: none"> 1. The time of year influences choice of school clothing. 2. School clothing should provide warmth will be selected for winter wear. 3. School clothing in winter will require warm outer clothing. 4. If the school is on a 'split site' warm school clothing will be required to travel between buildings. 5. School clothing should allow layers to be removed/cool items chosen for summer wear/in hot classrooms.
21. Personal preference/ family influences/ individuality/likes & dislikes	<ol style="list-style-type: none"> 1. Parents own preference of colours/style may influence choice of school clothing for younger/primary children.
22. Technological advances	<ol style="list-style-type: none"> 1. Technological developments in relation to textiles may affect choice of school clothes as new fabrics/finishes have been created giving garments a whole new range of properties which make them easy care. (eg reduce creasing/ease of laundering/stretch/elasticity/breathability etc).
23. Fashion/style/current trends	<ol style="list-style-type: none"> 1. School pupils may choose to interpret their school clothing based on current fashion trends. 2. School pupils choose to wear the brands for school clothing which are currently popular/fashionable.
24. Fabric finish eg stain resistance	<ol style="list-style-type: none"> 1. Some school clothing can be purchased which have a stain resistant/Teflon coating applied which makes them retain their appearance better.
25. Fabric properties	<ol style="list-style-type: none"> 1. Wool may be chosen for school clothing/blazers/jackets for winter as it will be warm. 2. Or any comment which correctly links the property of fabric/fibre to its use in school clothing.
26. Age of child	<ol style="list-style-type: none"> 1. The age group of child may dictate the style/type of school clothing that is worn 2. Senior pupils/prefects at secondary school may have a senior school uniform/clothing.

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

- (i) Education
- (ii) Housing

Marking Instructions:

4 x 1 mark for **each** point of evaluation which must make reference to the family
Minimum of **one** mark from each statutory service.

Total – 4 marks (EV)

(i) **Education services**

Positive

- P 1. **Education services** are valuable/good to the **family as** this provides free education to all children between the ages of 5 – 16 **which** ensures the same learning opportunities for all children/provides life skills for the future/increases job opportunities.
- P 2. **Education services** are valuable/good to the **family as** free Nursery places are offered to all 3/4 year old children **which** encourages good social skills/prepares the children for school.
- P 3. **Education services** are valuable/good to the **family as** this provides free school meals to families who qualify/may be on a limited budget **which** ensures that their children should receive a nourishing meal.
- P 4. **Education services** are valuable/good to the **family as** this provides a safe environment for children during term time/5 days per week **so** the parents can relax that their children are safe during the school day.
- P 5. **Education services** are useful/good for the **family as** they provide ‘in loco parentis’/ after school clubs during term time **so** the parents can relax that their children are safe during the after school activity.
- P 6. **Education services** are useful/good for the **family as** they provide sports facilities encouraging a healthy lifestyle to young family members which may establish a pattern of exercise continued in later life/makes the child take part in exercise/helps control body weight.
- P 7. **Education services** are helpful to the **family as** they provide access to psychological services should the behaviour of the child indicate the child may have some problems.
- P 8. **Education services** may be helpful as the school may run a breakfast club so that is good **as** the **family** can rely on the child accessing the facility/breakfast **which** ensures the child has breakfast on these days.
- P 9. **Education services** may be helpful as the school may run a breakfast club so that is good **as** the **family** can rely on the child accessing the exercise facility in the morning **which** helps the child take part in exercise.
- P 10. **Education services** provide access to a hot meal each day which is good for the children in the **family as** the parents may assume the children are consuming the food each day.
- P 11. **Education services** have implemented healthier options/hungry for success/nutritional guidelines/the Schools (Nutrition & Health Promotion) Act which is good for the **children in the family** as they can access healthier foods and **so** avoid unhealthy options which could lead to diet related diseases.
- P 12. **Education services** provide support for **children in the family** with a specific learning need **as** the school will provide assistance with access to experts to assist in diagnosis of the learning problem.
- P 13. **Education services** provide support in class for **children in the family** with a specific learning need which is good **as** this helps them access the curriculum.

- P 14. **Education services** provide support for **children in the family** with a specific learning need which is good **as** the school will provide special examination arrangements when appropriate.
- P 15. In order for **children in families** to stay at school and get an **education** senior pupils may be able to access an Education Maintenance Allowance (EMA) which is good **as** they can afford to stay at school.
- P 16. **Education services** allow the **children in the family** to access the careers service which is good **as** it gives them help in choosing a career or course that best meets their needs when they leave school.

Negative

- N 1. **Education services** may be limited due to geographical location which may disadvantage **the family as** the children may need to travel long distances each day.
- N 2. **Education services** may be limited due to geographical location which may disadvantage **the family as** the children may need to stay in a hostel away from the family from Monday to Friday.
- N 3. **Education services** may be limited in communities with smaller schools **so** the school may only be able to offer a limited range of subjects which may disadvantage **the children in the family**.
- N 4. Access to popular schools in the **education services** may be limited due to the number of placing requests which may be a disadvantage as classes will be at maximum size and **so children in the family** will get less attention.
- N 5. **Education services** may offer further education once past school leaving age however this may be bad as travelling expenses **which** may result in a financial burden to the **family**.
- N 6. **Education services** provide access to a hot meal each day however the children may choose not to eat the hot meal and choose healthier options which are bad **as the family** may assume they are consuming the meal.
- N 7. Even although **children in the family** might have an identified learning need it is possible they will not obtain full time individual support from **education services which** restricts their ability to access the curriculum.
- N 8. Funding restrictions in **education services** may restrict the range of subjects offered/ access to field trips/school visits etc which is bad **so** it is less stimulating/enjoyable/ interesting for the children in the **family**.

(ii) **Housing Service**

Positive

- P 1. The **housing department** is valuable to/good for the **family as** they are responsible for providing housing to families who cannot afford/do not wish to buy a private house which means they will have a roof over their heads.
- P 2. The **housing department** is valuable to the **family as** they can provide homes for family members who are elderly/disabled/special needs which is good **as** this reduces the burden on the family.
- P 3. The **housing department** is valuable to the **family as** they offer sheltered housing with alarm systems/wardens as security **which** offers peace of mind to family members as parents/grandparents become less independent.
- P 4. Local authority **housing department** pays for housing repairs which is good for the **family as** this ensures the home remains in good condition and protects the family.
- P 5. People in the **family** with special circumstances (eg pregnant teenage girl) can apply for **housing** which is good **as** they will be given priority and move up the waiting list quickly.
- P 6. If disabled/elderly/ill **housing** may be adapted to allow the person in the **family** to remain in their own home which is good **as** it allows them to continue their normal life.

Negative

- N 1. The **housing department** may not meet the needs of the family which is bad as this may result in the **family** looking towards private landlords to find affordable/available accommodation which may be in poorer condition/poorly maintained.
- N 2. Many local authorities have sold off their housing so limited housing available to the **family** from the **housing department** so waiting lists for families may be longer.
- N 3. People in the **family** with special circumstances (eg pregnant teenage girl) can apply for **housing** but **as** the offer of housing may not be in the chosen location this may be undesirable.
- N 4. Waiting lists for **housing** for **families** can be long which is bad **as** they may need to find alternative accommodation while waiting.

c) Identify and explain **three** effects unemployment may have on family life.

Marking Instructions:

3 x 1 mark for **each** effect.

3 x 1 mark for **each** point of explanation linked to the effect of unemployment on family life.

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

Total – 6 marks (KU)

Effect	Explanation
1. Lack of income/ reduced income/money available	<ol style="list-style-type: none"> 1. Reduced income caused by unemployment may influence the money available to the family to spend on clothes/food/goods/services. 2. Reduced income caused by unemployment may influence the money available to the family to spend on leisure activities/holidays. 3. Reduced income caused by unemployment may mean the family will choose cheaper options for food/clothes etc. 4. Due to unemployment there may be fewer opportunities for the family to eat out as there is less money available. 5. Due to unemployment there may be less money for the family available for gym memberships/sports clubs etc.
2. Stress/strain on relationships/ family arguments	<ol style="list-style-type: none"> 1. Unemployment may increase stress for family members/lead to marriage problems/divorce due to financial worries. 2. Unemployment may increase stress as family members get used to being around the home all day. 3. Due to unemployment there may be less money for the family available for gym memberships/sports clubs which helps reduce stress. 4. Unemployment may increase stress for family members which will lead to more family arguments
3 Health problems	<ol style="list-style-type: none"> 1. Unemployment can increase health problems including depression/loss of self-esteem/feelings of uselessness for the family member. 2. Due to unemployment there may be less money for the family available for gym memberships/sports clubs which helps prevent being overweight/protects against coronary heart disease etc.
4. Change in lifestyle/ increased leisure time/family time/ change in routines	<ol style="list-style-type: none"> 1. Unemployment may increase the leisure time and so will permit parents to spend more time with family members. 2. Unemployment may increase the leisure time and so doing family activities together – which may have a positive effect on family life. 3. Unemployment may upset the family routine as a family member is at home during the working day/at different times.
5. State benefits	<ol style="list-style-type: none"> 1. Due to unemployment there may be increased reliance by the family on state benefits to provide for basic family needs.
6. Restricted choice	<ol style="list-style-type: none"> 1. Due to financial limitations caused by unemployment there will be restricted choice for the family of food/clothing/goods/services.
7. Child care available	<ol style="list-style-type: none"> 1. Due to unemployment there may be time for the parent to spend time caring for the child so allowing a better relationship in the family to develop. 2. Due to unemployment there may be no need for child care to be paid for which will save the family money.

Effect	Explanation
8. Debt	<ol style="list-style-type: none"> 1. Due to unemployment there will be less income coming into the family home and so the family may go into debt/default on mortgage payments. 2. Due to unemployment there will be less income coming into the family home and so the family may borrow money which they cannot pay back and so end up in debt.
9. Relocation/move to smaller home	<ol style="list-style-type: none"> 1. Due to unemployment it may be necessary for the family /main earner to move away from the current home so that they can find employment. 2. Due to unemployment it may be necessary for the family to downsize/move to a smaller home which will be easier to afford. 3. Due to unemployment it may be necessary for the family to move in with friends/family if the family cannot afford to stay on the current home.
10 Take on additional work	<ol style="list-style-type: none"> 1. Due to unemployment it may be necessary to take on smaller part time/lower income jobs so that some money can be obtained for the family. 2. Due to unemployment it may be necessary for the partner to take on additional work/become employed in order to supplement the income of the family.
11. Reversal of family roles	<ol style="list-style-type: none"> 1. Due to unemployment it may be necessary for another family member to take on role as main wage earner while the person who is unemployed may become the homemaker.

1 d) Evaluate **each** of the following methods of payment.

- (i) Credit card
- (ii) Cash
- (iii) Saving card
- (iv) Store card

Marking Instructions:

1 mark for **each** point of evaluation linked to **each** method of payment.

Total – 4 marks (EV)

(i) **Credit card**

Positive

- P 1. **Credit card** could be a good method of payment as it is safe as there is no need to carry large sums of cash **which** could be lost/stolen.
- P 2. **Credit card** could be a good method of payment as if the card is lost/stolen they just have to phone the credit card company and they will cancel the card **so** no-one else can use it.
- P 3. **Credit card** could be a good method of payment for people who have a regular income/ can afford them **as** they may pay off the balance before interest is charged which doesn't cost them any more money.
- P 4. **Credit card** could be a good method of payment as the consumer will not be able to spend more than their credit limit on this one item **so** this may help prevent the consumer getting into debt.
- P 5. **Credit card** could be a good method of payment as the consumer will own the goods immediately **so** the goods cannot be reclaimed by the seller if the consumer fails to make credit card payments.
- P 6. **Credit card** could be a good method of payment as the consumer may have up to 50 days interest free credit **so** this may allow the consumer to afford some items without additional cost being incurred.
- P 7. **Credit card** could be a good method of payment as they may have up to 50 days interest free credit depending on when they make the purchase **so** this may allow the consumer to afford some items without additional cost being incurred.

Negative

- N 1. **Credit card** could be a poor method of payment as if they do not pay off the credit card bill immediately they will need to pay interest which is an additional cost.
- N 2. **Credit card** could be a poor method of payment as it is easy to get carried away and spend more than they can afford and so get into debt.
- N 3. **Credit card** could be a poor method of payment as they may also have to pay an annual fee to the credit card company which is an additional cost.
- N 4. **Credit card** could be a poor method of payment as it is easy to lose track of spending until the monthly statement is received so may end up spending more than they can afford.
- N 5. Some consumers may take out a number of **credit cards** which is bad as if they maximise their credit they may have to make a large amount of payments each month and so incur debt.

(ii) **Cash**
Positive

- P 1. **Cash** could be a good method of payment **as** it is easy/straightforward **so** the transaction will take place quickly.
- P 2. **Cash** could be a good method of payment for the goods **as** the consumer will hand over the cash and own the product immediately.
- P 3. **Cash** could be a good method of payment **as** the consumer will only be able to spend the cash they have and **so** will not be able to overspend.
- P 4. **Cash** could be a good method of payment **as** the consumer will be able to choose to purchase the goods in any store they wish **so** may have more choice.
- P 5. **Cash** may be a good method of payment **as** the consumer may be able to negotiate a lower price **so** saving money.

Negative

- N 1. **Cash** may be a poor method of payment **as** if the money is lost/stolen it is unlikely they will receive any compensation and **therefore** will not be able to purchase the goods.
- N 2. **Cash** would be a poor method for buying goods from a company that sells online **as** you would not be able to buy the goods without a credit or debit card.
- N 3. **Cash** would be bad as a method of payment **as** you would have to wait until you had all the money before you could purchase the goods.

(iii) **Saving card**
Positive

- P 1. **Saving card** is a good method of paying for expensive goods/or at an expensive time **as** the consumer can save up over a period of time for larger purchases.
- P 2. **Saving card** is a good method of paying for goods over a period of time **as** anyone who has available cash may purchase savings stamps.
- P 3. **Saving card** is a good method of paying for goods as it is very useful for people on tight budgets, **because** once the money is committed to the stamps, it cannot be used for other things.
- P 4. **Saving card** is a good method of paying for goods as savings stamps are sold from various outlets for a variety of purposes (eg the Post Office sells stamps for TV licences and telephone bills) **so** they can help the consumer budget.
- P 5. **Saving card** is a good method of paying for goods as it provides a way of saving towards quarterly bills **so** making it easier for the family to budget.
- P 6. **Saving card** is a good method of paying for goods as it is a flexible method of saving to pay for bills, **because** stamps can be purchased when the cash is available.
- P 7. **Saving card** is a good method of paying for goods as even when large bills come in, and there is a shortfall of savings the balance may simply be paid in cash.

Negative

- N 1. **Saving card** is a poor method of paying for goods as no interest is gained by this method of saving so this costs the saver slightly more.
- N 2. **Saving card** is a poor method of paying for goods as the stamp card must be looked after carefully as it could easily get lost/mislaid/stolen and **so** the money saved is lost.

(iv) **Store card**

Positive

- P 1. With a **store card** it may be possible to obtain interest free credit if the debt is fully paid by a stated date/within so many days, so this would be of benefit to you if you know you will have the money to pay before this date **as** you will not need to pay extra.
- P 2. With a **store card** a monthly statement is received therefore this is good as you will always know how much you owe each month after purchasing goods and **so** should be able to budget for this to avoid debt.
- P 3. **Store card** allows for the balance either to be paid/or a portion of the amount to be paid (interest charged on remaining balance) **so** you will be able to decide whether to pay the goods in full/a portion depending on finances.
- P 4. Special offers sometimes available for **store card** holders, this is good as you could take advantage of these special offers on goods and **therefore** perhaps save money.
- P 5. With a **store card** goods may be purchased immediately so you can take the goods home with you and use them straight away **therefore** get the benefit of the goods for longer.
- P 6. Payments to the **store card** can be made regularly by direct debit **which** will make budgeting easier to help manage finances.
- P 7. The **store card** may allow access to special promotions/events **which** allow the customer to save money.

Negative

- N 1. Interest is paid on outstanding balances for a **store card** therefore you may end up paying more than the cash price for the goods **so** it is not an efficient way to pay if the balance is not paid on time.
- N 2. Interest charges for **store cards** are often very high which makes the amount paid more than is originally thought and **therefore** this could lead to debt.
- N 3. No interest is paid if the **store card** account is in credit so you could miss out on the extra money **which** would have been given as interest if the money was in the bank.
- N 4. **Store card** restricts shopping as purchases can only be made in a particular store or group of stores **therefore** you may not be able to buy the goods you wish if it is not sold by this store.
- N 5. **Store cards** are not a good method of payment as it is easy to overspend **which** could result in debt.

2 a) Identify and explain **three** factors which may affect the health of the elderly.

Marking Instructions:

3 x 1 mark for **each** correctly identified factor.

3 x 1 mark for explanation linked to health of the elderly.

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

Total – 6 marks (KU)

Factor	Explanation
<p>1. Available income/ money available/ pension</p>	<ol style="list-style-type: none"> 1. This may reflect on the nutritive intake, as elderly people on a very limited income may not spend on nutritious food which would affect physical/mental health. 2. Elderly may not be able to afford membership of health clubs so this could affect their physical health. 3. Elderly who can afford membership of health clubs may remain more physically active/improve their social life. 4. Free bus travel may make it easier for elderly to visit different towns and so help their mental health. 5. During periods of extreme cold weather elderly people should get a cold weather payment to help with cost of heating to prevent hypothermia. 6. Elderly may be worried about cost of paying for heating in cold weather and so may not put on heating which could lead to hypothermia. 7. If elderly people need help in their home they may be entitled to an allowance for carers to ensure food is prepared so they are nourished. 8. Some elderly people may have a company pension in addition to their state pension so may be able to afford healthier food/pay for someone to help them around the home.
<p>2. Culture/religious influences</p>	<ol style="list-style-type: none"> 1. If elderly people wear clothes that cover most of their skin even in hot weather they may suffer from vitamin D deficiency. 2. In some cultures the elderly may be part of the extended family who all live in the family home and care for the elderly person so when they are unable to care for themselves family members take over.
<p>3. Education</p>	<ol style="list-style-type: none"> 1. Some elderly people may not have the knowledge about how to prepare food/cook so may rely on processed foods which may lead to constipation. 2. Some elderly people may have no knowledge about what constitutes a healthy diet and so food choices may contribute to diet related diseases. 3. Health services may provide support in making healthier food choices for the elderly person with special dietary needs.
<p>4. Environmental issues</p>	<ol style="list-style-type: none"> 1. Elderly may be worried about cost of paying for heating in cold weather and so may not put on heating which could lead to hypothermia. 2. Some elderly people complain of feeling cold and may require additional clothing/heating to maintain a healthy body temperature/ prevent hypothermia.

Factor	Explanation
5. Geographical location	<ol style="list-style-type: none"> 1. If elderly are a distance from shops it may be difficult for them to access shops if they do not have transport so accessing shops themselves can be difficult and affect their self esteem/independence. 2. If elderly are a distance from supermarkets it may be difficult for them to access the shop if they do not have transport and so buy fruit/vegetables/healthier food. 3. If the elderly live close to shops/a good transport network then this will determine the range of foods/services available to them which could affect health. 4. The environment that the elderly live in will affect health as those living in a built up/industrial area may be more likely to suffer poor health. 5. If elderly live in a sunnier climate/have a garden they will be benefit from more vitamin D which helps absorb calcium/phosphorous/prevent osteoporosis.
6. State of health/ disability (mental/ physical)	<ol style="list-style-type: none"> 1. If elderly suffer from arthritis they may find it difficult to prepare food so affect their nutritional status/health. 2. If elderly are becoming confused they may forget to eat/have difficulty preparing food which can affect their nutritional health. 3. If recovering from an illness/an operation the elderly will need to eat the correct foods to assist their recovery. 4. If elderly suffer from arthritis/health problems they may find it difficult to care for themselves/their clothes and poor personal hygiene/cleanliness of clothing may be an issue. 5. If elderly have mental health issues they may not be able to maintain good food hygiene which could lead to food poisoning.
7. Family structure/family support/bereavement	<ol style="list-style-type: none"> 1. If the elderly have a close family structure then family will have daily concern for the elderly ensuring general wellbeing. 2. Family living close by may ensure regular company which would benefit the psychological/mental health of the elderly. 3. If the partner of an elderly person dies the person left may feel lonely which could lead to depression. 4. If the partner of an elderly person dies who is main person who prepares the food/cares for the home this could leave the remaining person unable to cope on their own.
8. Mobility/physical disability	<ol style="list-style-type: none"> 1. If the mobility of the elderly is restricted this may affect their ability to cater for themselves/leading to poor nutrition. 2. If the mobility of the elderly is restricted this may affect their hygiene, which could reflect their health. 3. If the mobility of the elderly was restricted this could lead to inactivity/lack of exercise/weak joints/bones/obesity, which could lead to poor health.

Factor	Explanation
9. Diet/food consumption/poor nutrient intake	<ol style="list-style-type: none"> 1. A poor diet could lead to poor health due to poor nutritional status in the elderly. 2. A diet low in NSP/fruit and vegetables, could lead to bowel problems in the elderly. 3. A diet with a high tea consumption could affect iron absorption due to the tannin content which would affect the health of the elderly. 4. A diet low in calcium/phosphorous/vitamin D, could lead to osteoporosis which would affect the health of the elderly. 5. Some elderly lose interest in food/fail to eat regularly which can affect their mental health. 6. Some elderly lose interest in food/fail to eat regularly so may be short in essential nutrients leading to diet related health problems (eg anaemia)
10. Smoking	<ol style="list-style-type: none"> 1. Smoking increases the risk of CHD/lung disease/osteoporosis/cancer, which would affect the health of the elderly. 2. Elderly may forget about cigarettes which could lead to a fire in the house/possible burns.
11. Alcohol	<ol style="list-style-type: none"> 1. Overconsumption of alcohol can cause major risks to internal organs resulting in poor health/poor absorption of nutrients/obesity/CHD/HBP in the elderly. 2. Over consumption of alcohol could increase the calorie/energy intake which could lead to overweight/obesity.
12. Dental issues	<ol style="list-style-type: none"> 1. Taking care of teeth/dentures will ensure ease of eating so would affect the health of the elderly. 2. Ill fitting dentures could make it difficult for the elderly to eat a range of foods which could affect their nutritional status.
13. Community services/Access to social work/Social Services	<ol style="list-style-type: none"> 1. The availability of community services could offer lunch clubs/ meals on wheels which may improve the nutritional health of the elderly. 2. The availability of lunch clubs may affect the psychological health of the elderly. 3. Support can be available for elderly people in their home which ensures they eat a meal/take their medication so helps maintain their health.
14. Inadequate sleep	<ol style="list-style-type: none"> 1. Restricted sleep through poor sleep patterns can lead to depression/ anxiety and can contribute to household accidents which would affect the health of the elderly.
15. Lifestyle/social life/physical activity/exercise	<ol style="list-style-type: none"> 1. Exercise may have a positive effect on the physical health of the elderly/help to prevent osteoporosis/CHD/HBP. 2. Social activity may have a positive effect on the mental health of the elderly/prevent loneliness. 3. Exercise may help the elderly person stay mobile.

Factor	Explanation
16. Special equipment/ modifications to the home	<ol style="list-style-type: none"> 1. A wide range of special equipment (bathroom/food preparation/ cooking/dressing aids) available to help the elderly person remain independent in their own home but still care for themselves/improve their quality of life. 2. Elderly could have hand rails installed at the entrance to their home/ bathroom/stairs to help them remain safe in their home. 3. Elderly could have a stair lift installed to help them remain in their house even if they cannot cope with the stairs so that they can still remain in their original home/have the support of neighbours.
17. Housing / accommodation	<ol style="list-style-type: none"> 1. If the elderly person lives alone they may become withdrawn/lonely which may lead to depression. 2. Shelter housing may provide the support to allow an elderly person to live in a home by themselves but they will have people on call should something go wrong with their health. 3. The homes of elderly people can be fitted with a MECS call system which allows the elderly person to call for help should they become ill/fall.
18. Loneliness	<ol style="list-style-type: none"> 1. If an elderly person is living alone they could suffer from loneliness which may affect their mental health.
19. Lack of knowledge	<ol style="list-style-type: none"> 1. If the partner of the elderly person dies the person may not be able to manage to prepare food which could affect their physical health as they may become malnourished. 2. If the partner of the elderly person dies the person may not be able to manage the finances/pay bills which could affect their physical health as they may suffer from hyperthermia.

- 2 b) The table shows a day's nutrient content of meals eaten by an 80 year old man. Using your knowledge of nutrition and the information provided, evaluate the suitability of this day's nutritional intake.

Marking Instructions:

5 x 1 mark for **each** point of evaluation linked to the intake of the 80 year old man.

Total – 5 marks (EV)

1. **Energy intake (Higher)**

1. The energy intake is high, which could be bad **as** this could result in the **80 year old man** suffering from obesity/coronary heart disease/hypertension and stroke.
2. The energy intake is high, which could cause concern as the **80 year old man** may not be active **so** this would increase the risk of obesity.
3. The energy intake is high, this excess energy could be good for the **80 year old man** during the winter months **as** it may help provide warmth.
4. The energy intake for the **80 year old man** is high, this may be good if he is active and so uses the extra energy, **so** he would not gain extra weight.

2. **Protein intake (Higher)**

1. The protein intake is higher than the RNI and as excess would be stored as fat this would cause concern **as** the excess would increase the risk of the **80 year old man** suffering from obesity/coronary heart disease/hypertension and stroke.
2. The protein content is higher than the RNI, this is bad as excess protein is converted and used as a secondary source of energy, **so** if this energy is not used up the risk of obesity is increased for the **80 year old man**.
3. The protein intake is higher than the RNI; however this could be beneficial to an **80 year old man as** this would help repair and maintenance of body tissue in his elderly body.

3. **Vitamin B2/riboflavin intake (Lower)**

1. Vitamin B2/riboflavin intake is lower than the RNI which is bad as the **80 year old man** will find he cannot release energy from food/protein/carbohydrates/fats **therefore** he will not have energy for his daily activities/will feel tired.
2. Vitamin B2/riboflavin works with energy foods to release energy however this **80 year old man** does not have enough riboflavin which is bad and **therefore** he will store the energy and could put on weight/become obese.

4. **Sodium intake (Higher)**

1. The sodium intake is higher than the RNI which is bad **as** this could result in the **80 year old man** suffering from high blood pressure/hypertension which could lead to strokes/CHD.
2. If this high intake of sodium is repeated over a period of time this could be harmful to the **80 year old man as** it could increase the risk of strokes/heart disease/kidney disease.
3. The sodium intake is higher than the RNI which is bad **as** this could result in hardening of the arteries which could cause heart disease in the **80 year old man**.

5. **Iron intake (Lower)**

1. The iron intake is lower than the RNI which provides less red blood cells so this could lead to anaemia in the **80 year old man**.
2. The iron intake is lower than the RNI, however if this was in the form of haem iron it would be more easily absorbed **so** reducing the risk of anaemia in the **80 year old man**.
3. The iron intake is lower than the RNI which is bad **as** the **80 year old man** could become anaemic leading to tired/lacking in energy.
4. The iron intake is lower than the RNI, **but** with this **80 year old mans'** good intake of Vitamin C, iron absorption would be improved so preventing anaemia.

6. **Vitamin C intake (Higher)**

1. Vitamin C intake is higher than the RNI for the **80 year old man** so this is good as it will maximise the absorption of iron and **so** help prevent anaemia.
2. Vitamin C intake is higher than the RNI for the **80 year old man** so this is good **as** vitamin C is an antioxidant vitamin and will help to prevent cancer/heart disease.
3. Vitamin C intake is higher than the RNI for the **80 year old man** so this is good **as** vitamin C will help make connective tissue to help maintain his muscles/bones/repair tissues after surgery.
4. Vitamin C intake is higher than the RNI for the **80 year old man** so this is good **as** vitamin C is required for the manufacture of blood/cell walls of blood vessels as the man becomes older.

7. **Dietary fibre/NSP intake (Lower)**

1. The NSP intake is low which is bad for the **80 year old man as** NSP is required to eliminate waste products **so** this would increase the risk of bowel diseases/constipation/diverticulitis.
2. The NSP intake is low so this is bad for the **80 year old man** as NSP could reduce absorption of LDL's **so** increase the risk of heart disease.
3. The NSP content is low, this could be bad for the **80 year old man because** if he was a diabetic NSP helps control blood sugar levels and so prevent side effects linked to diabetes.

2 c) Evaluate the use of ready prepared foods for the elderly.

Marking Instructions:

3 x 1 mark for **each** point of evaluation linked to ready prepared foods by the elderly.

Total – 3 marks (EV)

Positive

- P 1. **Ready prepared foods** will minimise preparation which is good as this helps **elderly** people who have limited mobility/arthritis/poor eyesight/poor food preparation skills and **so** makes it easier for them to have a meal.
- P 2. **Ready prepared foods** will minimise preparation which is good for the **elderly**, **therefore** prevents accidents/cuts/burns during food preparation/requires less effort.
- P 3. Many **ready prepared foods** come in single portions which is good **as** these suit the needs of an **elderly** person who lives on their own.
- P 4. Many **ready prepared foods** come in single portions which is good as this prevents waste **which** will be important to the **elderly** on a limited income.
- P 5. **Ready prepared foods** are quick to heat/cook which is good **so** may have less energy costs for the **elderly** on a budget.
- P 6. Many **ready prepared foods** can be cooked in a microwave which is good **so** reducing the risk of accidents in the kitchen for the **elderly**.
- P 7. Many **ready prepared foods** can be fortified which is good, **as** this improves the nutritional content for the **elderly** and **so** prevents nutritional deficiencies.
- P 8. Some companies now deliver ready prepared frozen meals directly to the home which is good **as** this means the **elderly** do not need to shop for the **ready prepared foods**.
- P 9. Online shopping can be a good way of having **ready prepared foods** delivered directly to the home of the **elderly** as there is no need to carry the foods back from the shops.
- P 10. **Ready prepared foods** are good as they can be used by carers to ensure that **elderly** are eating regular meals **which** allows them to be nourished/remain in their own home/helps when they have lost the motivation to prepare food.

Negative

- N 1. Many **ready prepared foods** may be more expensive which is bad **as** this could be a drain on the finances of the **elderly** who may be on a limited income.
- N 2. Many **ready prepared foods** may be heavily processed which is bad **therefore** the nutritive value/NSP content may be reduced, **so** affecting the diet of the **elderly** person/possible cause of constipation.
- N 3. Many **ready prepared foods** require a microwave which may not be convenient **as** not all **elderly** people may have a microwave.
- N 4. Many **ready prepared foods** require a microwave which may be difficult for the **elderly** people to understand **because** they may never have used a microwave/cannot understand how to operate the microwave.
- N 5. Online shopping for **ready prepared foods** may be difficult for the **elderly** as they may not have access to a computer and **so** cannot order the food themselves.
- N 6. **Elderly** may be bored by the taste of **ready prepared foods** so this may be bad **as** they may stop eating them.
- N 7. Many ready prepared foods may be high in salt/fat/sugar which could be bad as this may lead to HBP/CHD/dental caries/obesity.

2 d) Explain how **each** of the following may help protect the environment.

- (i) Organic products
- (ii) Packaging
- (iii) Eco labelling

Marking Instructions:

3 x 1 mark for **one** point of explanation linking to **each** area in relation to protecting the environment.

Total – 3 marks (KU)

(i) **Organic products**

1. Organic grown products (food or textile) are produced without the aid of artificial chemicals/hormones so these chemicals should not get into the food chain/plant chain and so **protect the environment**.
2. Organically grown products (food or textile) are produced naturally using animal/vegetable waste materials and so **protect the environment**.
3. Organic grown produce prohibits the use of man made fertilisers/pesticides/growth regulators/feed additives so **protects the environment** by preventing these chemicals entering the food chain.
4. Organic grown produce uses natural methods in crop production/animal manure/plant waste/crop rotations/biological pest control/mechanical weeding and so do not harm/**protect the environment**.

(ii) **Packaging**

1. Consumers choose environmentally friendly products packed in biodegradable materials which will break down and so **protect the environment**.
2. Consumers choose packaging made from recycled paper which will preserve the world's resources and so **protect the environment**.
3. Consumers can select packaging which can be refilled/reused so they are not wasting materials/destroying the world's resources and so **protecting the environment**.
4. Consumers can select products with less/no packaging/choose to use a 'bag for life' which will reduce the need for packing and so **protect the environment**.
5. Consumers can choose to recycle packaging using the kerbside collection scheme which will help protect the environment.
6. Consumers may choose to recycle packaging so they would not be adding to landfill which would help to **protect the environment**.

(iii) **Eco labelling**

1. If consumers choose products with the eco daisy/labelling this will be an indication that the product will cause the least environmental damage and so **protect the environment**.
2. The eco daisy/labelling reassures the consumer that the raw materials will cause less environmental damage and so **protect the environment**.
3. The eco daisy/labelling reassures the consumer that the production of the product will cause the least environmental damage and so **protect the environment**.
4. The eco daisy/labelling reassures the consumer that the transportation method for the product will cause the least environmental damage and so **protect the environment**.
5. When purchasing a new product with an eco label (such as a television/computer/washing machine etc) the company delivering the product may offer to collect and dispose of the previous items in an environmentally friendly way so **protecting the environment**.

2 e) Explain **three** responsibilities of the Food Standards Agency (FSA).

Marking Instructions:

3 x 1 mark for **each** explanation linking to the responsibilities of the Food Standards Agency.

Total – 3 marks (KU)

1. **Food Standards Agency (FSA)** are responsible for the licensing of meat processing companies to ensure hygiene controls on meat/meat products.
2. In Scotland the **Food Standards Agency (FSA)** will deal with issues relating to meat/meat products/regulations on animal feed.
3. In Scotland the **Food Standards Agency (FSA)** will deal with issues relating to food hygiene/fish/shellfish/milk hygiene/novel foods/radiological safety/food emergencies.
4. **Food Standards Agency (FSA)** supports consumer choice through promoting accurate/meaningful food labelling/issue leaflets/posters.
5. **Food Standards Agency (FSA)** protects the consumer through effective enforcement/monitoring of food related regulations/policies.
6. **Food Standards Agency (FSA)** develop food labelling/labels to give more accurate information to help with safe storage of food/prevent food safety risks/outbreaks of food poisoning.
7. **Food Standards Agency (FSA)** give advice to the public on food safety/standards/raising awareness/educating the public via website/leaflets.
8. **Food Standards Agency (FSA)** commission research into food related matters so the industry/public are kept up to date with food safety issues.
9. **Food Standards Agency (FSA)** represents the consumers in matters of food safety/standards so the voice of the consumer is heard.
10. **Food Standards Agency (FSA)** monitoring of the composition of food/food labelling/additives.
11. **Food Standards Agency (FSA)** responsible for protection of public health in relation to food hygiene.
12. **Food Standards Agency (FSA)** provides advice/information to the public/government on food safety via website/leaflets.
13. **Food Standards Agency (FSA)** will consult/seek advice from advisory support committees.
14. **Food Standards Agency (FSA)** commission research to support its function/giving of information to the public.
15. **Food Standards Agency (FSA)** monitor/enforce food safety standards.
16. **Food Standards Agency (FSA)** represent the UK on matters of food safety/food standards in the EU/worldwide.
17. **Food Standards Agency (FSA)** control of genetically modified food for human consumption/animal feedstuffs.
18. **Food Standards Agency (FSA)** licensing/inspection of manufacturers who produce/irradiate food.
19. **Food Standards Agency (FSA)** aims to protect public health against chemical contaminants in food.
20. **Food Standards Agency (FSA)** provides information via website/leaflets on a range of topics/nutritional information/nutritional needs of individuals to help educate the public.
21. **Food Standards Agency (FSA)** may attend events (Royal Highland show/Good Food Show) to help educate the public on issues linked to food hygiene/safety/nutrition/dietary targets/health eating advice.
22. **Food Standards Agency (FSA)** controls composition/sale of natural mineral water/spring water/bottled water.

3 a) Explain **each** of the following steps in the development of a backpack.

- (i) Concept generation
- (ii) Prototype production
- (iii) First production run
- (iv) Marketing plan

Marking Instructions:

4 x 1 mark for explanation of **each** step linked to the backpack.

Total – 4 marks (KU)

(i) Concept Generation

1. At this stage the manufacturer needs to compile a design specification for the **backpack** so that all requirements are being considered.
2. This stage is important as it involves developing ideas for a new **backpack**.
3. Thinking up new ideas/looking for gaps in the market of **backpacks**.
4. Development of new ideas for **backpacks** from market analysis of previously successful styles.
5. Manufacturers do not want to replicate existing products in the market so they will list styles of **backpacks** to be avoided.

(ii) Prototype Production

1. At this stage the **backpack** that will be developed/manufactured for the first time.
2. The **backpack** is developed and checked against the specification.
3. The **backpack** is tested for appeal and may be further modified or rejected.
4. This step allows for testing to be carried out to avoid costly mistakes before the first production run of the **backpack**.

(iii) First Production Run

1. Allows for the production of the **backpack** for the first time so production run can be assessed.
2. Allows for the quality assurance team to test the **backpack** for quality.
3. An important stage in the development of the **backpack** as it affects many of the other stages eg if components are changed then labelling would require to be changed.

(vi) Marketing Plan

1. Allows for the development of a range of activities to promote the **backpack** eg where it will be sold/various outlets/magazine.
2. An important stage as the initial pricing of the **backpack** can be determined by the potential marketing mix.
3. Packaging for the **backpack** can be finalised to take into account marketing plans.

- 3 b) The star profile below shows the results of testing fabric for the backpack.
Evaluate the suitability of this fabric for the backpack

Marking Instructions:

4 x 1 mark for **each** evaluation point linked to the backpack.

Total – 4 marks (EV)

Absorbency (2)

Positive

- P 1. The rating for absorbency is low. This is **good** because it may mean that the **backpack** fabric would not absorb some water **therefore** will be lighter to carry.
- P 2. The rating for absorbency is low. This is **good** because it may mean the **backpack** fabric will not let water through and **therefore** the contents will not be damaged/stay dry.

Durability (5)

Positive

- P 1. The rating for durability is very high which is very good because the **backpack** fabric will be strong **so** should wear well/not tear.
- P 2. The rating for durability is very high which is very good because the **backpack** fabric will be strong **so** would last a long time.
- P 3. The rating for durability is very high which is very good because the **backpack** fabric will be strong **so** can withstand frequent use.
- P 4. The rating for durability is very high which is very good because the **backpack** fabric will be strong **therefore** the straps should withstand heavy loads without breaking.
- P 5. The rating for durability is very high which is very good because the **backpack** fabric will be strong **therefore** can carry heavy/bulky loads inside without damage to the **backpack**.

Ease of Care (4)

Positive

- P 1. The rating for ease of care is high which is good because the **backpack** can withstand stains from outdoor use **therefore** will stay in good condition/looking good.
- P 2. The rating for ease of care is high which is good because it will be easy to clean the **backpack therefore** it will stay in good condition.
- P 3. The rating for ease of care is high which is good because it will be easy to wipe clean the **backpack therefore** laundering does not have to take place.

Lightweight (4)

Positive

- P 1. The rating for lightweight is high which is good for a **backpack** because it will be less heavy to carry **therefore** the wearer will not be weighed down by the fabric.
- P 2. The rating for lightweight is high which is good for a **backpack** because it will be less heavy when empty **therefore** allowing the wearer to carry a heavier load inside the **backpack**.
- P 3. The rating for lightweight is high which is good for a **backpack as** it will not restrict movement **therefore** will not add to the overheating of the body.
- P 4. The rating for lightweight is high which is good for a **backpack** because it will be less heavy to carry **therefore** will prevent backache for the wearer.

Colourfast (2)

Negative

- N 1. The rating for colourfastness is low which is bad as the colour from the **backpack** could get onto clothes when it is worn **so** it would not be suitable for the purpose.
- N 2. The rating for colourfastness is low which is bad as the colour of the **backpack** may fade when in sunlight/outdoors **so** would not be suitable for purpose.
- N 3. The rating of the colourfastness is low which is bad as the **backpack** colour may streak **so** lose appeal.

3 c) Evaluate the use of elastane in clothing used for a cyclist.

Marking Instructions:

3 x 1 mark for **each** evaluative comment linked to the use of elastane in clothing used for a cyclist.

Total – 3 marks (EV)

Positive

- P 1. **Elastane** is a lightweight fibre which is **good as** it will not add weight to the **cyclists** clothing **so** can improve performance/cut down ‘drag’ when cycling.
- P 2. **Elastane** can be useful for **cyclist** clothing because it is stretchy which is **good as** it makes for ease/freedom of movement and **so** will not be restrictive.
- P 3. **Elastane** will increase the cling of the fabric so this will be **good for cyclists** clothing (**as** it will increase aerodynamics when cycling and) **so** allows the cyclist to travel more quickly.
- P 4. **Elastane** will increase the stretch of the fabric which is **good for the cyclist as** it will fit well **so** becoming comfortable to wear.
- P 5. **Elastane** adds durability to clothing which is **good as** it will be hardwearing for the **cyclist therefore** will not need replaced quickly/be cost effective.
- P 6. **Elastane** will dry quickly which is **good for a cyclist** if the clothing gets wet outdoors **as** it will be more comfortable to wear **therefore** improving performance.
- P 7. **Elastane** can reduce the need for ironing which is **good for the cyclist as** it allows quicker laundry time **therefore** more time for cycling.
- P 8. **Elastane** can be useful for **cyclists** clothing because it is stretchy which is **good as** it retains original shape when worn **so** will keep the clothing looking good.
- P 9. **Elastane** creates a non snag material which is **good for cyclists as** no pilling will appear on the clothing through cycling **therefore** the clothes will stay in good condition.
- P 10. **Elastane** is resistant to abrasion which is **good as** the clothing will be hardwearing and **so** continue to look good for the **cyclist**.
- P 11. **Elastane** is resistant to perspiration/body oils/deodorant/lotions which is **good as** the clothing will not stain when being worn by the **cyclist** and **therefore** continue to look good.
- P 12. **Elastane** can be easily dyed with bright colours which is **good as** it can provide high visibility **so** makes it easier to be seen/safer for the **cyclist**.
- P 13. **Elastane** is resilient to chlorine which is **good for the cyclist so** colour will remain fast when laundered **therefore** the clothing colour will not fade and still stay attractive.
- P 14. **Elastane** is non static which is **good for the cyclist as** it will not create static electricity **therefore** keeping it comfortable to wear/prevents clinging.
- P 15. **Elastane** is soft/smooth/supple which is **good for the cyclist as** it makes it comfortable to wear and **so** will not restrict cycling performance.
- P 16. **Elastane** may require a lower temperature wash which could be **good for cyclists** clothing **as** it may restrict the use of mixed loads when washing **therefore** using less energy.

Negative

- N 1. **Elastane** may require special care in laundering which is **bad as** it may be hand wash only therefore may not be useful to the **cyclist** if in a hurry.
- N 2. **Elastane** does not absorb sweat well which is **bad as** it may be uncomfortable to wear when the **cyclist** gets hot **therefore** it could affect performance.
- N 3. Adding **elastane** to **cyclists** clothing can be **bad as** it would increase the cost of the clothing **therefore** making it more expensive to buy.

3 d) Identify and explain **three** benefits to the family of school meals.

Marking Instructions:

3 x 1 mark for correctly identified benefit of school meals.

3 x 1 mark for explanation linked to benefit of school meals to the family.

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

Total – 6 marks (KU)

Benefit	Explanation
1. Provides a meal	1. School meals can provide pupils with a meal therefore parents know child is being regularly fed. 2. School meals may be the only opportunity for a child to have a meal during the day as this may not be provided in the family home . 3. School meals can provide the pupil with a hot meal so parents will be reassured their child is kept warm inside.
2. Food meets Scottish Dietary Targets/Hungry for Success/Schools (Health Promotion & Nutrition) Scotland Act (2007)/Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008/ Nutritious	1. Pupils are served foods for school meals within the guidelines of Hungry for Success so parents are assured their child is eating to meet Scottish Dietary Targets/will be given healthy options. 2. School meals meet the Scottish Dietary Targets helping prevent obesity so their child will have better health. 3. Lack of nutritional knowledge at home/food consumed outwith the provision of school meals may not meet Hungry for Success guidelines so the family have no assurance that their child is being fed a healthy diet.
3. Opportunity to socialise	1. School meals allow pupils the opportunity to mix with friends and develop good social skills which may not be experienced at home. 2. School meals help pupils develop good eating habits/table manners that may not take place in the family home.
4. Low cost/free meals	1. School meals provide meals at low/no cost for families who are on low income so this will help with family budgeting. 2. School meals provide a ‘no stigma’ system of free meals to those who are entitled to them so the family will not be highlighted in any way.
5. Reduce families spending	1. Food for the pupils is provided through school meals and not by the family therefore spending at home on food may be reduced. 2. School meals are substantial so cut down on the need for the family to provide extra snacks so costs for the family food budget can be reduced.

Benefit	Explanation
6. Provides breakfast clubs/service	<ol style="list-style-type: none"> 1. School meals can be the only means of providing breakfast for a child so the parents know their child is getting a healthy start to the day. 2. School meals may help with concentration throughout the day so the child will be more ready to absorb information and have improved performance. 3. School meals help meet dietary advice to increase breakfast cereals so the child will meet one of the dietary targets to improve their health. 4. School meals improve pupil attendance/timekeeping so better prepares the child for life after school/improves education prospects. 5. School meals reduce pressure on busy working parents as breakfast is provided for the child at school.
7. Saves time	<ol style="list-style-type: none"> 1. School meals are served on the school premises so saves the child time in travelling home in a lunch break/travelling to the shops therefore gives more time for eating. 2. School meals are cooked for the child so it saves time in preparing a meal/packed lunch at home.
8. Introduces new foods	<ol style="list-style-type: none"> 1. School meals allow children to try foods they have not eaten before/that are not available at home and may then introduce them to the family.
9. Provides shelter	<ol style="list-style-type: none"> 1. School meals give children warm/safe/secure/calm environment to eat in so parents have less concerns about their safety.
10. Element of choice	<ol style="list-style-type: none"> 1. When children choose a school meal they have an element of choice/can choose/soups/main courses/snack food.

3 e) Explain the protection offered to the consumer by the Food Safety Act 1990.

Marking Instructions:

3 x 1 mark for **each** explanation of protection offered to the consumer.

Total – 3 marks (KU)

Labelling/Composition

1. **The Food Safety Act** relates to treatment/composition/labelling of the food which protects the **consumer**.
2. **The Food Safety Act** lists it as an offence to mislead the consumer via a label therefore helps to protect the **consumer**.
3. Within **the Food Safety Act**, the EHO/Trading Standards Officer can take samples of food for analysis, which means that legal action can occur if food is falsely described/labelled thus helps to protect the **consumer**.
4. **The Food Safety Act** covers anything used as a food ingredient/any animal that is eaten/any drinks/slimming aids/dietary supplements therefore the **consumer** is well protected.

Public Health and Hygiene

1. **The Food Safety Act** covers the whole food chain from pasture to plate for the **consumer**, thus protecting the **consumer** by reducing the number of cases of food-borne illness.
2. Within **the Food Safety Act**, all food premises must be registered which enables Environmental Health Officers to monitor hygiene/safety within the premises therefore helping to protect the **consumer**.
3. The court can impose a prohibition order on the manager of any food business not complying with **the Food Safety Act** so helps to protect the **consumer**.
4. Anyone working in the food business must conform to **the Food Safety Act** so ensures all food produced protects the **consumer** by being safe to eat.
5. **The Food Safety Act** relates to temperature controls, thus eliminating potential food poisoning therefore protecting the **consumer** by making food safe to eat.
6. It is an offence within **the Food Safety Act**, to produce/sell any food that is injurious to health therefore the **consumer** is protected.
7. **The Food Safety Act** demands that the food cannot be unfit/contaminated for **consumer** consumption and therefore helps protect the **consumer**.
8. **The Food Safety Act** enforces strict hygiene rules and therefore helps protect the **consumer**.
9. **The Food Safety Act** controls food hygiene in factories/hotels/shops/cafes/restaurants/stalls/mobile shops/vehicles, therefore the **consumer** is protected in many ways.
10. **The Food Safety Act** protects the consumer from the sale of food that is inferior in quality therefore reassures the **consumer** they are purchasing quality food.

Additives

1. **The Food Safety Act** protects the **consumer** by controlling the use of additives so only those that are permitted by the Government can be used.
2. **The Food Safety Act** protects the **consumer** by having all UK additives go through a long/ strict safety review to get/ to stay approved.

4 a) Identify and explain **two** family structures.

Marking Instructions:

2 x 1 mark for **each** family structure.

2 x 1 for explanation of **each** family structure.

Total – 4 marks (KU)

Family Structure	Explanation
1. Nuclear Family	1. This is made up of father, mother and at least one child living together in the same home.
2. Extended Family	1. This type of family is made up of a large number of people, usually three or more generations (parent, child, grandparent) who live together or not.
3. Single Parent Family	1. This is made up of a parent and at least one child where one parent has the main/sole responsibility for bringing up the child.
4. Reconstituted Family	1. This is formed by adults who have been with other partners and bring children from previous relationships to a new relationship to create a new family unit.
5. Community Family	1. This is where people with different families all live together eg Kibbutz, Communes.
6. Single Sex Family	1. This is a family where both parents may be the same gender.

- 4 b) Evaluate the suitability of the following meal in relation to **different** Scottish dietary targets.
- Vegetable lasagne
 - Garlic bread
 - Glass of cola

Marking Instructions:

4 x 1 mark for evaluative comment which must be linked to **different** Scottish dietary targets.
Note: the candidate must demonstrate knowledge of the exact figures related to the Scottish dietary targets.

Total – 4 marks (EV)

Vegetable lasagne

Positive

- P 1. The **vegetable lasagne** contains pasta which **is good** as pasta is a **complex carbohydrate** and so helps to meet the Scottish dietary target to **increase consumption of total complex carbohydrates by 25%**.
- P 2. The **vegetable lasagne** contains vegetables which **is good** as vegetables are a source of **complex carbohydrate** and so helps to meet the Scottish dietary target to **increase consumption of total complex carbohydrates by 25%**.
- P 3. The **vegetable lasagne** contains vegetables which **is good** as the vegetables helps to meet the Scottish dietary target **fruit and vegetable intake to double to 400g per day**.
- P 4. The **vegetable lasagne** may contain herbs/spices which **is good** as this will help meet the Scottish dietary target to **reduce consumption of sodium from 163mmol per day to 100mmol per day**.

Negative

- N 1. The **vegetable lasagne** contains cheese which **is bad** as this is a **fat** and so the cheese does not help to meet the Scottish dietary target to **reduce consumption of saturated fatty acids from 16.6% to no more than 11% of food energy**.
- N 2. The **vegetable lasagne** may contain sodium which **is bad** as this will not help meet the Scottish dietary target to **reduce consumption of sodium from 163mmol per day to 100mmol per day**.

Garlic bread

Positive

- P 1. The **garlic bread** uses bread which **is good** as bread is a **complex carbohydrate** and so helps to meet the Scottish dietary target to **increase consumption of total complex carbohydrates by 25%**.
- P 2. The **garlic bread** uses bread which **is good** as **bread intake** helps to meet the Scottish dietary target is to **increase by 45% from the present daily intake**
- P 3. The **garlic bread** uses garlic to flavour instead of salt which **is good** as the garlic will help to meet the Scottish dietary target we are to **reduce sodium intake from 163mmol per day to 100mmol per day**.

Negative

- N 1. The **garlic bread** is made from butter/**fat** which **is bad** as the butter /fat will not help to meet the Scottish dietary target to **reduce consumption of saturated fatty acids from 16.6% to no more than 11% of food energy**.

Glass of cola

Positive

Negative

- N 1. The **glass of cola** contains sugar which is **bad** as it contains high **NME sugar** and the Scottish dietary target indicates that the **average intake of NME sugars in adults is not to increase/average intake of NME sugars in children is to reduce to less than 10% of total energy.**

4 c) Explain **three** functions of the Advertising Standards Authority (ASA).

Marking Instructions:

3 x 1 mark for **each** function of the Advertising Standards Authority (ASA).

Total – 3 marks (KU)

1. **Advertising Standards Authority (ASA)** is an independent body set up by the advertising industry to police the rules laid down in the advertising code.
2. **Advertising Standards Authority (ASA)** is an organisation set up by the advertising industry to monitor/control the content of advertisements in the press/on billboards/in the cinema.
3. **Advertising Standards Authority (ASA)** provides a voluntary code for advertisers to follow so false claims cannot be made in adverts about products.
4. **Advertising Standards Authority (ASA)** ensures that adverts are legal/decent/honest/truthful therefore protects consumers from being misled.
5. **Advertising Standards Authority (ASA)** allows the consumer to make a better choice/to make up their own mind by preventing advertisers attacking/discrediting other products.
6. **Advertising Standards Authority (ASA)** provides detailed rules about adverts dealing with health products so companies cannot make false claims.
7. **Advertising Standards Authority (ASA)** ensures advertisers do not misuse scientific/medical terms in adverts that may cause confusion.
8. **Advertising Standards Authority (ASA)** prevents exploitation of children in adverts by administering codes of sale promotions/rules relating to the use of this age group.
9. **Advertising Standards Authority (ASA)** supports consumers by investigating complaints made about advertisements/can stop the use of adverts.
10. **Advertising Standards Authority (ASA)** protects the consumer as it ensures that the rules contained in the British Code of Advertising Practice are followed in the UK.

4 d) Evaluate the usefulness to the consumer of **each** of the following labels.

- (i) Nutritional
- (ii) Bar codes
- (iii) Cruelty free

Marking Instructions:

3 x 1 mark for **one** evaluation point related to the usefulness of **each** consumer label.

Total – 3 marks (EV)

(i) **Nutritional label**

Positive

- P 1. The **nutritional label** is good because it gives information on nutritional content so it allows the **consumer** to make informed choices in their selection of foods/allows opportunity to follow a healthy diet.
- P 2. The **nutritional label** is good because it gives information on calorie amounts which may help **consumers** on a slimming diet to monitor calorie intake/help weight control.
- P 3. The **nutritional label** is good because it gives information to **consumers** on special diets to allow food content to be analysed/gives information on sodium/dietary fibre/NSP/fat/etc **therefore** useful for those following medical advice.
- P 4. The **nutritional label** is useful because it may give the **consumer** information per 100g and per pack **therefore** allowing comparisons to be made amongst products to ensure value for money.

Negative

- N 1. The **nutritional label** is bad because the consumer may not understand the information provided **therefore** cannot help the consumer make an informed choice about the selection of foods.

(ii) **Bar codes**

Positive

- P 1. **Bar codes** are good for the **consumer** because they speed up payment at point of sale through electronic scanning **so** can lessen the wait at checkouts.
- P 2. **Bar codes** are good because they allow the **consumer** the opportunity to check receipts for mistakes as each item is listed **therefore** less chance of the consumer being wrongly charged.
- P 3. **Bar codes** are good because they allow better stock control in the retail outlet **therefore** benefits the **consumer** by preventing empty shelves in the store.
- P 4. In some stores, **bar coding** is good as it allows the opportunity for the **consumer** to self scan products **so** reducing the waiting time in queues at checkouts.

Negative

- N 1. **Bar codes** are bad if the package is creased/damaged as the scanner will not be able to read it **therefore** can mean a longer wait at point of sale for the **consumer**.
- N 2. **Bar codes**, if used for self scanning, can be a bad if there are limited self scan points **as** this can lead to queues **therefore** a longer wait for the **consumer**.
- N 3. **Bar codes** are bad if the shop has a fault with the computerised system that then leads to purchases not being allowed to take place **therefore** inconveniencing the **consumer**.

(iii) **Cruelty free**

Positive

- P 1. **Cruelty free labels** are good for the **consumer** because they can see at a glance which products are produced without cruelty to animals **so** may choose these products.
- P 2. **Cruelty free labels** may mean that the product has not been tested on animals and so this is good for the **consumer as** no animals have been harmed or injured in testing the product.

Negative

- N 1. The use of **cruelty-free labelling** may be bad for **consumers as** it may be more of a marketing ploy than an assurance of non-exploitation so there is no guarantee the animals have not been harmed.
- N 2. The use of **cruelty-free labelling** may be bad for **consumers as** not all companies choose to label, even when their products/ingredients are cruelty-free and so the label does not give an accurate picture of the situation.
- N 3. The use of **cruelty-free labelling** may not be helpful for **consumers as** the consumer may not know whether this implies that one/or all the ingredients/components are produced from cruelty free sources.

4 e) Identify and explain **three** factors which may help prevent osteoporosis.

Marking Instructions:

3 x 1 mark for identification of each of **three** factors to prevent osteoporosis.

3 x 1 mark for **each** explanation of the identified factor.

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

Total – 6 marks (KU)

Factor	Explanation
1. Calcium rich diet/adequate calcium intake	<ol style="list-style-type: none"> High intake of calcium in childhood/younger life/during the main stages of development helps to raise peak bone mass/helps to prevent the development of osteoporosis in later life. Calcium is necessary for the formation/maintenance/development of bones/helps achieve peak bone mass/ensures strong bones are developed/helps to reduce the risk of developing weak/brittle bones/osteoporosis. Calcium combines with phosphorous to produce calcium phosphate which is the main substance necessary for bone hardness/strength/helps to achieve peak bone mass/helps to prevent osteoporosis.
2. Vitamin D rich diet	<ol style="list-style-type: none"> Vitamin D helps the absorption of calcium in the body which helps to achieve peak bone mass/helps prevent osteoporosis. Vitamin D helps the absorption of calcium which is essential for bone formation which reduces the risk of osteoporosis.
3. Exposure to sunlight/ultraviolet light	<ol style="list-style-type: none"> Exposure to sunlight/ultraviolet light is essential for the synthesis of vitamin D. Vitamin D is essential for calcium absorption (in the intestines) for bone formation which helps prevent osteoporosis.
4. Phosphorous rich diet	<ol style="list-style-type: none"> Phosphorous combines with calcium to produce calcium phosphate which is the main substance necessary for bone hardness/strength/helps to achieve peak bone mass/helps to prevent osteoporosis. Phosphorus is necessary for formation/maintenance/development of bones/helps achieve peak bone mass/ensures strong bones are developed/helps to reduce the risk of developing weak/brittle bones/osteoporosis.
5. Low fat/saturated fat intake	<ol style="list-style-type: none"> A high intake of fat/saturated fat may lead to poor calcium absorption which could contribute to osteoporosis.
6. Low sodium/salt intake	<ol style="list-style-type: none"> This will slow down the loss of calcium from the bones and help to prevent osteoporosis.
7. Regular Exercise	<ol style="list-style-type: none"> Regular exercise will increase bone density/stimulate bone formation and reduce risk of developing osteoporosis. In young people, exercise may raise peak bone mass reducing the onset of osteoporosis in later life. In adults, exercise protects against bone loss reducing the risk of/ delaying the onset of osteoporosis.
8. Not smoking	<ol style="list-style-type: none"> The nicotine in cigarettes can cause actual bone loss so stopping smoking can reduce bone loss/help prevent osteoporosis.

Factor	Explanation
9. Low alcohol intake	1. As alcohol is a toxin to bone cells, increased alcohol consumption may start to decrease bone mass/eventually lead to osteoporosis .
10. A balanced diet	1. An unbalanced diet may result in a diet low in calcium/vitamin D/phosphorous and bone density/mass may be affected therefore increasing the risk of osteoporosis . 2. Beware of substances which hinder calcium absorption (eg some forms of NSP/phytic acid) which may affect bone density and increase risk of osteoporosis .
11. Low intake of junk foods	1. As junk foods tend to be lacking in calcium and don't enable peak bone mass to develop, this increases the risk of osteoporosis . 2. Junk foods tend to be high in fat/saturated fat which may hinder calcium absorption leading to increased risk of osteoporosis .
12. A healthy body weight	1. Be a healthy weight as being underweight may mean that the calcium target is not being met therefore an increased risk of osteoporosis . 2. Obesity could put an extra strain on the bones/indicate an unbalanced diet which may be short in calcium therefore an increased risk of osteoporosis .
13. HRT	1. HRT/hormone replacement treatment assists in the prevention of loss of calcium from bones/stimulates the production of new bone therefore helping to ensure that bones don't become thin/brittle/helps prevent osteoporosis .
14. Low NSP intake	1. High intake of NSP in the diet could hinder absorption of calcium preventing peak bone mass and contributing to osteoporosis .
15. Low phytic acid	1. High intake of phytic acid in the diet could hinder absorption of calcium preventing peak bone mass and contributing to osteoporosis .
16. Include lactose in the diet	1. Lactose in the diet could assist absorption of calcium/help achieve peak bone mass and so prevent osteoporosis .
17. Include protein in the diet	1. Protein in the diet could assist absorption of calcium/help achieve peak bone mass and so prevent osteoporosis .

Context:**Higher Home Economics. Analysis of the 2010 Question Paper**× **Lifestyle and Consumer Technology****Section A**

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
1			Functions of the family	1	1		1
2	Current dietary advice	1			1		1
3	Current dietary advice	1			1		1
4			Statutory/voluntary labelling	1	1		1
5			Food politics	1	1		1
6			Office of Fair Trading	1	1		1
7			Properties of fibres	1	1		1
Totals		2		5	7	0	7

Context:**Higher Home Economics. Analysis of the 2010 Question Paper**× **Lifestyle and Consumer Technology****Section A (continued)**

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals		
	Course content	Mark	Course content	Mark	Knowledge	Evaluation			
8	Causes of contamination and cross contamination	2	Sale and Supply of Goods to Consumer Regulations 2002	1	1		1		
9						2		2	
10					Food politics	2	2		2
11					Consumers Association	2	2		2
12	Market research	2			2		2		
13	Current dietary advice	2	Technological developments on consumer choice	2		2	2		
14							2	2	
Carried forward		2		5	7	0	7		
Totals		8		12	16	4	20		

Context:

Higher Home Economics. Analysis of the 2010 Question Paper

× **Lifestyle and Consumer Technology**

Section B Question 1

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
(a)			Factors influencing consumer choice	6	6		6
(b)			Statutory services available to the community	4		4	4
(c)			Factors affecting changes in family lifestyle	6	6		6
(d)			Methods of paying for goods and services	4		4	4
Totals				20	12	8	20

Context:

Higher Home Economics. Analysis of the 2010 Question Paper

× **Lifestyle and Consumer Technology**

Section B Question 2

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
(a)	Factors affecting health	6			6		6
(b)	DRV's	5				5	5
(c)			Technological developments on consumer choice	3		3	3
(d)			Factors influencing consumer choice	3	3		3
(e)			Food Standards Agency	3	3		3
Totals		11		9	12	8	20

Context:

Higher Home Economics. Analysis of the 2010 Question Paper

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Lifestyle and Consumer Technology

Section B Question 3

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
(a)	Product development strategy	4			4		4
(b)	Properties of fibres	4				4	4
(c)			Technological developments	3		3	3
(d)			Provision of community meal services	6	6		6
(e)			Food Safety Act 1990	3	3		3
Totals		8		12	13	7	20

Context:

Higher Home Economics. Analysis of the 2010 Question Paper

× **Lifestyle and Consumer Technology**

Section B Question 4

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals	
	Course content	Mark	Course content	Mark	Knowledge	Evaluation		
(a)	Current dietary advice Prevention of dietary diseases - osteoporosis	4	Family structures	4	4		4	
(b)							4	4
(c)				Advertising Standards Authority	3	3		3
(d)				Voluntary labelling	3		3	3
(e)						6		6
Totals		10		10	13	7	20	

Context:	
Higher Home Economics. Analysis of the 2010 Question Paper	× Lifestyle and Consumer Technology
Question Paper Summary: Mark Allocation	

Question	Unit title		Course Skills		Totals
	Resource Management	Consumer Studies	Knowledge	Evaluation	
Section A	8	12	16	4	20
Section B					
1		20	12	8	20
2	11	9	12	8	20
3	8	12	13	7	20
4	10	10	13	7	20
Totals	26-29	51-54	53-54	26-27	80
Target Range	20-30 marks	50-60 marks	50-55 marks	25-30 marks	80

[END OF MARKING INSTRUCTIONS]