



# **2013 Lifestyle and Consumer Technology**

## **Higher**

### **Finalised Marking Instructions**

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## **Part One: General Marking Principles for Lifestyle and Consumer Technology Higher**

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: Lifestyle and Consumer Technology Higher**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

**Part Two: Marking Instructions for each Question**

**Section A – Short Response Questions**

| Question | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|----------|---------------------|
| 1        | <ol style="list-style-type: none"> <li>1. Salary/wage</li> <li>2. (State) benefits</li> <li>3. Pension</li> <li>4. Interest(on savings)</li> <li>5. Investments/shares</li> <li>6. Inheritance</li> <li>7. Winter fuel payments</li> <li>8. Redundancy</li> <li>9. Any other suitable answer</li> </ol> <p>1 mark for correct source of income</p>  | 1        |                     |
| 2        | <ol style="list-style-type: none"> <li>1. (Vitamin) A/retinol/carotene</li> <li>2. (Vitamin) C/ascorbic acid</li> <li>3. (Vitamin) E</li> </ol> <p>1 mark for correct antioxidant vitamin</p>   | 1        |                     |
| 3        | <ol style="list-style-type: none"> <li>1. Income/employment</li> <li>2. Unemployment/lack of income/ redundancy</li> <li>3. Divorce/separation</li> <li>4. Death (of family member)</li> <li>5. Birth (of a baby)</li> <li>6. Changing roles (of family members)</li> <li>7. Health/disability (of family member)</li> <li>8. Increased leisure time</li> <li>9. Decreased leisure time</li> <li>10. Work/shift patters</li> <li>11. Relocation/moving house</li> </ol> <p>1 mark for correct factor affecting family lifestyle</p> | 1        |                     |
| 4        | <ol style="list-style-type: none"> <li>1. (Very) absorbent</li> <li>2. Strong</li> <li>3. (Very) cool</li> <li>4. (Very) good drape</li> <li>5. Doesn't crease easily/crease resistant</li> <li>6. (Some) elasticity</li> <li>7. (Could be) flammable</li> <li>8. Care needed when washing/not easy to care for</li> </ol> <p>1 mark for correct property</p>   | 1        |                     |

| Question |  | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|--|--|----------|---------------------|
| 5        |  | <ol style="list-style-type: none"> <li>1. Raw/undercooked chicken/poultry</li> <li>2. Raw/undercooked egg</li> <li>3. Raw/undercooked meat/meat products</li> <li>4. Unpasteurised/raw milk</li> <li>5. Unpasteurised fruit juice</li> <li>6. Seafood</li> <li>7. Unwashed fruit/veg</li> <li>8. Food handlers</li> <li>9. Pets</li> <li>10. Rats/mice/birds</li> </ol> <p>1 mark for correct source</p>   | 1        |                     |
| 6        |  | <ol style="list-style-type: none"> <li>1. Food Standards Agency</li> </ol>   | 1        |                     |
| 7        |  | <ol style="list-style-type: none"> <li>1. Unfair commercial practices</li> <li>2. Misleading actions</li> <li>3. Misleading omissions</li> <li>4. Aggressive practices</li> <li>5. Accept (31 specific banned practices related to the four points above)</li> </ol> <p>1 mark for correct area</p>  | 1        |                     |
| 8        |  | <p>Retailer</p> <ol style="list-style-type: none"> <li>1. (Allows for) effective stock control</li> <li>2. To reduce labour costs</li> <li>3. To reduce risk of staff error (pricing)</li> <li>4. To reduce time spent at checkout</li> </ol> <p>Consumer</p> <ol style="list-style-type: none"> <li>1. (Allows for) self service at checkout</li> <li>2. (Allows for) self scanning price check in store</li> <li>3. To reduce time spent at checkout</li> <li>4. App allows for adding to online shopping list at home</li> <li>5. Any other suitable answer</li> </ol> <p>1 mark for correct function</p> | 1        |                     |

| Question |  | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|--|--|----------|---------------------|
| 9        |  | <ol style="list-style-type: none"> <li>1. (So manufacturers) can find out what <b>consumers</b> wants/<b>consumer</b> reactions.</li> <li>2. To measure marketability possible success of product.</li> <li>3. (So manufacturers) can find out if there is a gap in the market.</li> <li>4. Identifies competition from other manufacturers.</li> <li>5. Keeps track of market trends.</li> <li>6. Check product is profitable.</li> <li>7. Helps businesses plan how to promote a product.</li> </ol> <p>2 x 1 mark for benefit</p>             | 2        |                     |
| 10       |  | <ol style="list-style-type: none"> <li>1. Name of the food.</li> <li>2. Net quantity.</li> <li>3. List of ingredients.</li> <li>4. Date coding.</li> <li>5. (Special) conditions of storage.</li> <li>6. Name and address of manufacturer/ packer/seller.</li> <li>7. Place of origin.</li> <li>8. (Special) conditions for use.</li> <li>9. Food Allergens (highlighted in ingredients list).</li> </ol> <p>2 x 1 mark for each piece of information</p>  | 2        |                     |
| 11       |  | <ol style="list-style-type: none"> <li>1. Energy efficiency of the product.</li> <li>2. Features the appliance has that can save energy (timers/temperatures/1/2 load etc.)</li> <li>3. Percentage of recycled material used to produce.</li> <li>4. How easy product is to recycle/dispose of.</li> <li>5. Country of origin / Carbon footprint</li> <li>6. CO2 / pollution production during manufacture / distribution / usage/disposal.</li> <li>7. Packaging that is minimal / easy to recycle.</li> </ol> <p>2 x 1 mark for each issue</p> | 2        |                     |

| Question | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|----------|---------------------|
| 12       | <ol style="list-style-type: none"> <li>1. Increases shelf life of foods/preserves food.</li> <li>2. Improves aesthetic appeal of foods/ colour/appearance.</li> <li>3. Improves flavour/taste/texture.</li> <li>4. Maintains/improves the nutritional quality of food.</li> <li>5. Reduces waste as foods last longer.</li> <li>6. Increases the range of convenience foods.</li> <li>7. Allows increased range of low-fat products.</li> <li>8. Allows foods to be fortified/improving nutritive value.</li> <li>9. Additives are tested/approved so (<b>consumer</b> knows) they are safe.</li> <li>10. Can improve the ability of a product to set/ gel.</li> <li>11. Can be used to emulsify/prevent ingredients separating.</li> <li>12. Can prevent powdery products clumping (anti caking products).</li> <li>13. Can lighten baked products.</li> <li>14. Stops food/fats going rancid.</li> <li>15. Reduce the risk of food poisoning.</li> <li>16. Improve the sensory properties of food.</li> </ol> <p>2 x 1 mark for each advantage.</p> | 2        |                     |
| 13       | <ol style="list-style-type: none"> <li>1. Can be completed out with store opening hours.</li> <li>2. Can be completed in the comfort of your own home.</li> <li>3. Can compare prices from other retailers/ source the cheapest supplier/research brands.</li> <li>4. Can offer online discounts.</li> <li>5. Can be delivered to your home/work.</li> <li>6. Delivery time to suit customer.</li> <li>7. Secure payment can be used.</li> <li>8. Useful for disabled/housebound who cannot get to shops.</li> <li>9. Saves time.</li> </ol> <p>2 x 1 mark for each advantage</p>   | 2        |                     |

| Question | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|----------|---------------------|
| 14       | <p><b>Advantages of organic food</b></p> <ol style="list-style-type: none"> <li>1. (Many people believe) organic foods taste better.</li> <li>2. (Organic products) use fewer fertilisers/chemicals.</li> <li>3. Free from chemicals/pesticide residues.</li> <li>4. Can help prevent food allergies.</li> <li>5. Less harmful to the environment.</li> <li>6. Increased popularity/competition so may mean a price reduction for the <b>consumer</b>.</li> <li>7. More organic products are being developed/<b>consumer</b> will have a wider choice.</li> <li>8. (Organic foods may be) more in keeping with some people's ethical beliefs.</li> <li>9. May be higher in nutrients/more nutrients.</li> <li>10. May be better for health.</li> </ol> <p>1 mark for correct advantage</p> <p><b>Disadvantages of organic foods</b></p> <ol style="list-style-type: none"> <li>1. (Organic foods) tend to be expensive.</li> <li>2. Quality may be less uniform/appearances may be less attractive.</li> <li>3. Maintaining quality may not be so easy (due to the absence of pesticides/preservatives.)</li> <li>4. (Organic products are) not completely fertiliser/chemical free.</li> <li>5. Some fertilisers are still permitted in organic farming therefore some risk to health is still possible.</li> <li>6. The evidence as to the health benefits of organic products is still not proven.</li> <li>7. Difficult to ensure that each product is 100 per cent organic.</li> <li>8. Shelf life may be shorter.</li> <li>9. Limited availability depending on local area.</li> </ol> <p>1 mark for correct disadvantage</p> | 2        |                     |

Section B

| Question |   | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|---|--|----------|---------------------|
| 1        | a | <p>3 x 1 mark for <b>each</b> factor.<br/>           3 x 1 mark for <b>each</b> explanation linked to a <b>student</b>.<br/>           Factor has to be identified before mark is awarded for explanation.<br/>           Where the factor is incorporated in the explanation this can be credited.</p> <p><b>1 Factor – Fashion/current trends/style Explanation</b></p> <ol style="list-style-type: none"> <li><b>Students</b> may choose <b>clothing</b> to interpret their own style on current fashions/trends</li> <li><b>Students</b> may choose to wear <b>clothing</b> brands that are considered to be fashionable/popular.</li> <li><b>Students</b> may choose to be alternative in their <b>clothing</b> choice/style to stand out.</li> </ol> <p><b>2 Factor – Likes/dislikes Explanation</b></p> <ol style="list-style-type: none"> <li><b>Students</b> may choose to wear <b>clothing</b> that they like and not wear the same as their friends as they want to be different.</li> <li><b>Students</b> may choose to wear <b>clothing</b> that is not in fashion as they like it so not follow fashion/their friends.</li> <li><b>Students</b> may choose to wear <b>clothing</b> the same as their friends as they like and want to fit in/be the same.</li> </ol> <p><b>3 Factor – Cost Explanation</b></p> <ol style="list-style-type: none"> <li><b>Students</b> are likely to look for lower cost <b>clothing</b> as they have a limited income.</li> <li><b>Students</b> are likely to purchase <b>clothes</b> from discount stores (Primark/ supermarkets to ensure good value for money).</li> <li><b>Students</b> may look in charity shops for <b>clothes</b> so they can purchase them at a lower cost.</li> <li><b>Students</b> may purchase designer/high cost <b>clothing</b> out with their budget.</li> </ol> | 6KU      |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 1        | a | <p>(cont)</p> <p><b>4 Factor – Locale/geographical location</b><br/><b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Students</b> are likely to be living in a large town or city; this means they will have a range of shops to purchase <b>clothes</b> from.</li> <li><b>Students</b> living in large towns or cities will not have to travel any distance to purchase <b>clothes</b> which will save them money.</li> <li><b>Students</b> living in large towns and cities will have a greater choice of <b>clothing</b> as there will be many outlets.</li> <li><b>Students</b> living in large towns and cities will be able to purchase cheaper <b>clothes</b> as there will be more competition.</li> <li><b>Students</b> who are studying a distance learning course/live in a rural environment may have limited choice/access to clothing</li> </ol> <p><b>5 Factor - Advertising/marketing/promotional influences</b><br/><b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Students</b> may be influenced by advertising to try a new <b>clothing</b> brand and make a purchase.</li> <li><b>Students</b> may be brand loyal due to advertising and only purchase certain <b>clothing</b> ranges.</li> <li><b>Students</b> may learn about new <b>clothing</b> ranges through advertising which may mean purchases are then made.</li> <li><b>Students</b> may be influenced by advertising when making a <b>clothing</b> choice, however the product may be poor quality.</li> <li><b>Students</b> are likely to be targeted with marketing at places/times where it is going to make most impact to make them buy <b>clothes</b>.</li> <li><b>Students</b> may be influenced to purchase <b>clothes</b> due to promotions as they would want to save money.</li> </ol> |          |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 1        | a | (cont)  |          |                     |
|          |   | <p><b>6 Factor –Peer pressure</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Students</b> may want to look like the other people on their course so purchase <b>clothing</b> like them.</li> <li>Some <b>Students</b> may not want to look like other people and want to be an individual with their <b>clothing</b> so will not be influenced by peer pressure.</li> </ol>  |          |                     |
|          |   | <p><b>7 Factor –Ease of care/laundrying</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Students</b> might want easy care for <b>clothing</b> as they will not want to spend time washing/ironing.</li> <li><b>Students</b> do not want <b>clothes</b> that are dry clean only as this would add to the cost/time of maintaining the clothing/they have limited income to pay for this.</li> <li>Technological developments may affect choice for <b>students</b> as new fabrics/ finishes have been created giving <b>clothes</b> a whole new range of properties which make them easy care. (eg reduce creasing/ease of laundrying/stretch/ elasticity/breathability etc).</li> </ol> |          |                     |
|          |   | <p><b>8 Factor –Environmentally friendly</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Students</b> often have a desire to be Eco friendly <b>clothes</b> so may want to buy fair-trade clothing.</li> <li><b>Students</b> may want to purchase <b>clothes</b> from charity shops as this follows a recycling culture which they may support.</li> </ol>  |          |                     |
|          |   | <p><b>9 Factor –Cultural/religious influences</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Students</b> may have to follow certain cultural influences when purchasing <b>clothes</b> to meet their religious beliefs (examples would be acceptable).</li> </ol>   |          |                     |
|          |   | <p><b>10 Factor –Size range</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li>A wide size range is important to ensure <b>students</b> can source a <b>clothing</b> size that fits to suits all shapes/sizes.</li> </ol>   |          |                     |

| Question |   |    | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|----|---|----------|---------------------|
| 1        | a | 11 | <p>(cont)</p> <p><b>Factor – Durability/quality</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. <b>Students</b> may want <b>clothes</b> to last a long time as they have a limited income.</li> </ol>   |          |                     |
|          |   | 12 | <p><b>Factor – Warmth</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. To ensure comfort when <b>student</b> walking/going to college/university <b>clothes</b> should be warm for the winter.</li> <li>2. The <b>students clothing</b> should have layers that can be removed if lecture theatre gets warmer.</li> </ol>  |          |                     |
|          |   | 13 | <p><b>Factor – Comfort</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. <b>Students</b> may choose to select <b>clothes</b> based on comfort of wear and not care on how they look.</li> </ol>   |          |                     |
|          |   | 14 | <p><b>Factor – On-line shopping</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. <b>Students</b> may choose to buy <b>clothes</b> on-line so they are getting value for money.</li> <li>2. <b>Students</b> may choose to buy <b>clothes</b> on-line to save time shopping as they are busy.</li> <li>3. <b>Students</b> may choose to buy <b>clothes</b> on-line to increase the amount of choice as they may live rurally.</li> </ol> |          |                     |
|          |   | 15 | <p><b>Factor – Gender</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Type/style/colour/fashion and aesthetic qualities will influence the choice of <b>clothing</b> for a <b>student</b> depending on their gender.</li> </ol>   |          |                     |
|          |   | 16 | <p><b>Factor – Fabric properties</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. <b>Students</b> may chose <b>clothes</b> made from specific fabrics because of its drape etc so it looks good/meets their needs.</li> <li>2. Or any comment which correctly links the property of fabric/fibre to its use in <b>students clothing</b>.</li> </ol>  |          |                     |

| Question |   | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|---|--|----------|---------------------|
| 1        | b | <p><b>Fact</b>                      <b>Linked to personal loan/ Citizens Advice Bureau reducing debt</b></p> <p><b>Opinion</b>                      <b>positive/negative</b></p> <p><b>Consequence</b>                      <b>consequence for a student of the fact related to debt</b></p>   | 4EV      |                     |
|          | i | <p>2 x 1 mark for <b>each</b> valid point of evaluation linked to a personal loan.</p> <p><b>Taking out a personal loan</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. <b>Personal loans</b> can be used to clear a <b>debt</b>/can be paid back monthly this is <b>good as</b> the <b>student</b> can ensure the monthly payment is an amount they can afford.</p> <p><b>P</b> 2. <b>Personal loans</b> from a bank as a reliable way to clear <b>debt</b>, this is <b>good as</b> the <b>student</b> will know that the repayments are agreed/will not change.</p> <p><b>P</b> 3. <b>Personal loans</b> may have a relatively low APR, this is <b>good as</b> it makes clearing the <b>debt</b> more affordable for the <b>student</b>.</p> <p><b>P</b> 4. <b>Personal loans</b> can be paid back over a (longer) period of time to clear the <b>debt</b>, this is <b>good</b> for the <b>student</b>, <b>as</b> the repayments may be smaller over a longer period of time/more affordable.</p> <p><b>Negative</b></p> <p><b>N</b> 1. <b>Personal loans</b> may be an additional/ extra debt, this is <b>bad</b> as the <b>student</b> may not be able to afford the repayments.</p> <p><b>N</b> 2. You need a good credit rating/income to get a <b>personal loan</b>, this could be <b>bad</b> for the <b>student</b> as they may be unable to meet the requirements and not get a loan to clear the <b>debt</b>.</p> <p><b>N</b> 3. If a <b>personal loan</b> is used to clear <b>debt</b> it has to be paid over an agreed period of time, this could be <b>bad</b> for the <b>student as</b> he/she may not be able to afford to pay back the loan in the time.</p> <p><b>N</b> 4. <b>Personal loans</b> may have a high APR, this is <b>bad as</b> makes the <b>debt</b> more for the <b>student</b>/has to pay back more.</p> |          |                     |

| Question |   |    | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|----|---|----------|---------------------|
| 1        | b | ii | <p>2 x 1 mark for <b>each</b> valid point of evaluation linked to contacting Citizens Advice Bureau (CAB)</p> <p><b>Contact Citizens Advice Bureau</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. <b>Citizens Advice Bureau</b> offers free advice on clearing <b>debt</b>, this is <b>good as</b> it means the <b>student</b> isn't having to spend more money/getting into further debt.</p> <p><b>P</b> 2. <b>Citizens Advice Bureau</b> can offer advice on how to contact creditors who the <b>debt</b> is with, this is <b>good as</b> the <b>student</b> may not know what to do/write/say to them.</p> <p><b>P</b> 3. <b>Citizens Advice Bureau</b> can identify student's income and expenditure to help reduce <b>debt</b>, this is <b>good as</b> the <b>student</b> may be able to make savings to help reduce outgoing/increase payments to creditors/spend less on unnecessary luxuries.</p> <p><b>P</b> 4. <b>Citizens Advice Bureau</b> will give unbiased advice on <b>debt</b> management, this is <b>good</b> for the <b>student as</b> they do not try and sell them a product to clear the debt.</p> <p><b>P</b> 5. <b>Citizens Advice Bureau</b> may offer free sessions with local solicitors or accountants, this is <b>good</b> for the <b>student</b> as he/she won't spend extra money to clear their <b>debt</b>.</p> <p><b>P</b> 6. <b>Citizens Advice Bureau</b> can help the negotiation with third parties such as creditors/<b>debt</b> this is <b>good as</b> the <b>student</b> may be unsure what to do.</p> <p><b>Negative</b></p> <p><b>N</b> 1. <b>Citizens Advice Bureau</b> may not be near to where <b>student</b> lives, this could be <b>bad as</b> the <b>student</b> won't be able to contact them to try and reduce debt.</p> <p><b>N</b> 2. <b>Citizens Advice Bureau</b> is run by volunteers, this could be <b>bad as</b> it may not be open when the <b>student</b> can go to receive help on <b>debt</b> reduction.</p> <p><b>N</b> 3. <b>Citizens Advice Bureau</b> only offer advice to the <b>student</b> which is <b>bad as</b> they may not follow the advice/remain in <b>debt</b>/get more <b>debt</b>.</p> |          |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 1        | c | <p>3 x 1 mark for <b>each</b> identified responsibility.<br/> 3 x 1 mark for <b>each</b> explanation linked to a <b>parent</b><br/> Responsibility has to be identified before mark is awarded for explanation.<br/> Where the responsibility is incorporated in the explanation this can be credited</p> <p><b>1 Responsibility – Economic support of children</b><br/> <b>Explanation</b><br/> 1. When children are young/or up to the approximate age of 22 (students) they have no income, so <b>parents</b> have economic responsibility for their children.<br/> 2. <b>Parents</b> receive (child) benefit which should be used to provide essentials for their children as they have no income.</p> <p><b>2 Responsibility – (Provision of) Clothing</b><br/> <b>Explanation</b><br/> 1. <b>Parents</b> have the responsibility to ensure that children have the appropriate clothing for time of year so they are warm/cool.<br/> 2. <b>Parents</b> have the responsibility to ensure that children have clean clothing so they are accepted by peers/cared for/have good personal hygiene.<br/> 3. <b>Parents</b> have the responsibility to ensure that children have the appropriate clothing for activities so they are not bullied/ accepted by others.</p> <p><b>3 Responsibility – (Provision of) Food</b><br/> <b>Explanation</b><br/> 1. <b>Parents</b> have the responsibility to ensure that children have sufficient food so they maintain good health.<br/> 2. <b>Parents</b> have the responsibility to ensure that children have healthy foods/foods which meet CDA so reducing the risk of diet related diseases (in later life) (examples acceptable).<br/> 3. <b>Parents</b> have the responsibility to ensure that children have sufficient food to ensure they can concentrate at school.</p> | 6KU      |                     |

| Question |   | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|---|--|----------|---------------------|
| 1        | c | <p>(cont)</p> <p><b>4 Responsibility – Social control</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Parents</b> have the responsibility for socialisation where children learn about the basic values/norms of society so they are able to have friends/accepted by others/meet expectations of others.</li> <li>Children learn the difference between right and wrong/good and bad behaviour from their <b>parents</b> so they can behave (appropriately) with other/at school.</li> <li>Children learn from their <b>parents</b> about acceptable behaviour within the home/society so they meet social expectations/respect others.</li> </ol> <p><b>5 Responsibility – Socialisation</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Parents</b> should teach children about the different types of cultures/in society so they are inclusive of/accept all people.</li> <li>Children learn from their <b>parents</b> the customs/tradition/language/beliefs/values/ rules which make up the society they live in so they can carry on traditions etc</li> <li>Culture is socially transmitted from one generation to the next by their <b>parents</b> so they learn about their past.</li> <li>Children tend to choose foods/goods/ services according to their culture which they learn from their <b>parents</b> so they have a sense of what is right/acceptable/ appropriate when they are older.</li> </ol> <p><b>6 Responsibility – Education</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Parents</b> are responsible for ensuring that their children are educated to the age of 16 (so they have the basics of literacy/ numeracy) (to cope with adult life/can progress to employment/FE/HE).</li> <li><b>Parents</b> are responsible for teaching children right and wrong/rules (of the society we live in) so they behave appropriately.</li> <li><b>Parents</b> are responsible for helping in the development of skills/numeracy/speaking/ writing/drawing/dressing/coordination so they can live independently.</li> </ol> |          |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 1        | c | <p>(cont)</p> <p><b>7 Responsibility – Love/emotional support</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Parents</b> have the responsibility to meet their children's basic physical needs to ensure their child's wellbeing.</li> <li><b>Parents</b> have a responsibility to provide (unconditional) love/emotional support to their children to ensure their wellbeing.</li> <li><b>Parents</b> have a responsibility to provide love so the child feels wanted.</li> </ol> <p><b>8 Responsibility – Care</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Parents</b> have a responsibility to look after/keep clean/care for their children so they feel cared/loved/supported/accepted by others.</li> </ol> <p><b>9 Responsibility – Shelter/Safe Environment</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Parents</b> have the responsibility to ensure a shelter/home for their children so they are protected/warm/safe from the elements.</li> <li><b>Parents</b> are responsible to ensure the home is as safe as possible to prevent harm to their children.</li> <li><b>Parents</b> are responsible to ensure toys are appropriate for the age of the child so safe in play.</li> <li><b>Parents</b> are responsible for the cleanliness of the home/equipment/toys so there is no illness/food poisoning etc.</li> <li><b>Parents</b> are responsible to ensure children are not left on their own so avoid accidents happening.</li> </ol> <p><b>10 Responsibility – Health and Wellbeing</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Parents</b> are responsible to ensure correct medication/treatments are given as required to maintain good health.</li> <li><b>Parents</b> are responsible to encourage physical activity to allow for health/active lifestyle.</li> <li><b>Parents</b> are responsible to encourage a varied/healthy diet to maintain good health.</li> </ol> |          |                     |

| Question |   | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|---|--|----------|---------------------|
| 1        | d | <p>4 x 1 mark for <b>each</b> evaluative point linked to <b>Shelter/Women's Royal Voluntary Service (WRVS)</b><br/>Minimum of 1 mark from each area</p> <p><b>Fact</b>                      <b>about the voluntary service</b><br/><b>Opinion</b>                  <b>positive/negative</b><br/><b>Consequence</b>        <b>linked to the family</b></p> <p>i <b>Shelter</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. <b>Shelter</b> works with the homeless/ poorly housed, this is <b>good as</b> it offers these vulnerable <b>families</b> practical housing solutions/advice.<br/><b>P</b> 2. <b>Shelter</b> offers free advice this is <b>good as</b> the <b>family</b> using the service may not have much money.<br/><b>P</b> 3. <b>Shelter</b> campaigns to raise awareness of poor housing, this is <b>good as</b> it can help change the poor housing conditions for the <b>family</b>.<br/><b>P</b> 4. <b>Shelter</b> tries to prevent <b>families</b> being evicted, this is <b>good as</b> it can stop homelessness occurring.<br/><b>P</b> 5. <b>Shelter</b> can put pressure on local authorities this is <b>good as</b> it can help provide better housing for families.</p> <p><b>Negative</b></p> <p><b>N</b> 1. The <b>family</b> may not know how to contact <b>Shelter</b>, this is <b>bad as</b> they will not be able to access their support and remain at risk/ vulnerable.<br/><b>N</b> 2. The <b>family</b> may have not heard of/ know about <b>Shelter</b>, this is <b>bad as</b> they will not be able access their support.<br/><b>N</b> 3. The <b>family</b> can only access Shelter during office hours, this is <b>bad as</b> they may not be able to get help when they need it.</p> | 4EV      |                     |

| Question |      | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|------|---|----------|---------------------|
| 1        | d ii | <p><b>Women's Royal Voluntary Service</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. <b>Women's Royal Voluntary Service</b> helps <b>family</b> members who are lonely this is <b>good as</b> it will stop them feeling isolated/provides company.</p> <p><b>P</b> 2. <b>Women's Royal Voluntary Service</b> offers (24 hr) support in emergency situations, this is <b>good as</b> will help the <b>family</b> in difficult times/floods/fires/rail disasters/evacuations.</p> <p><b>P</b> 3. <b>Women's Royal Voluntary Service</b> offers cyber cafes for servicemen, this is <b>good as</b> it will help soldiers and their <b>families</b> maintain a link when posted abroad.</p> <p><b>P</b> 4. <b>Women's Royal Voluntary Service</b> provides meals to elderly <b>family</b> members, this is <b>good as</b> helps them to maintain independence/have a hot or frozen meal/have a balanced meal.</p> <p><b>P</b> 5. <b>Women's Royal Voluntary Service</b> provides meals to elderly relatives, this is <b>good as</b> the <b>family</b> know the relative is having a hot/nutritional meal.</p> <p><b>P</b> 6. <b>Women's Royal Voluntary Service</b> offers a wide range of menus/foods, this is <b>good as</b> they are likely to meet your likes/dislikes/cultural differences in families.</p> <p><b>P</b> 7. <b>Women's Royal Voluntary Service</b> offers social contact/good neighbourhood scheme, this is <b>good as</b> it means there is a regular check that <b>family</b> member is safe/well/means family do not have to visit as often.</p> <p><b>P</b> 8. <b>Women's Royal Voluntary Service</b> offers a library service, this is <b>good as</b> It enables <b>family</b> members who can't get to a library the ability to read.</p> <p><b>P</b> 9. <b>Women's Royal Voluntary Service</b> provided patient transport, this is <b>good as</b> saves the <b>family</b> time/money to get to hospital.</p> <p><b>P</b> 10. <b>Women's Royal Voluntary Service</b> provides assisted shopping, this is <b>good as</b> helps the elderly maintain independence/prevents <b>family</b> having this responsibility.</p> |          |                     |

| Question |   |    | Expected Answer/s   | Max Mark   | Additional Guidance |
|----------|---|----|---|------------|---------------------|
| 1        | d | ii | <p><b>(cont)</b></p> <p><b>P</b> 11. <b>Women's Royal Voluntary Service</b> is stationed in most hospitals, this is <b>good as</b> may offer support to families in difficult times.</p> <p><b>Negative</b></p> <p><b>N</b> 1. <b>Women's Royal Voluntary Service</b> is run by volunteers, this is <b>bad as</b> there may be insufficient volunteer to run a full service in your area to support the <b>family</b>.</p> <p><b>N</b> 2. The <b>family</b> may not be aware of the range of service <b>Women's Royal Voluntary Service</b> offers, this is <b>bad as</b> they may not be accessing the support available.</p> <p><b>N</b> 3. The <b>family</b> may not know how to contact <b>Women's Royal Voluntary Service</b>, this is <b>bad as</b> it means they cannot access support.</p>                                |            |                     |
| 2        | a |    | <p>5 x 1 mark for <b>each</b> point of evaluation linked to the intake of the <b>vegetarian woman</b>.</p> <p><b>Fact</b>                      <b>function of nutrient</b><br/> <b>Opinion</b>                <b>high/low &amp; good/bad</b><br/> <b>Consequence</b>        <b>consequence of the fact for a vegetarian woman</b></p> <p><b>1 Energy intake (Higher)</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. The energy intake is high, this may be <b>good</b> for the <b>vegetarian woman</b> as this excess energy could help provide warmth, <b>and so</b> help to keep her warm during the winter months</p> <p><b>P</b> 2. The energy intake for the <b>vegetarian woman</b> is high, this could be <b>good</b> as she may be active uses the extra energy, and <b>therefore</b> she would not gain extra weight.</p> | <b>5EV</b> |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 2        | a | <p><b>(cont)</b></p> <p><b>Negative</b></p> <p><b>N</b> 1. The energy intake is high this is <b>bad</b> for the <b>vegetarian woman</b> as excess energy not used up is converted into fat <b>this</b> could result in obesity/ coronary heart disease/hypertension and stroke.</p> <p><b>N</b> 2. The energy intake is high this is <b>bad</b> for a <b>vegetarian woman</b> as she may not be active and excess would be stored in the body as fat <b>which</b> could increase the chances of becoming obese/suffering from coronary heart disease.</p> <p><b>2 Protein intake (Lower)</b></p> <p><b>Positive</b></p> <p>1. The protein intake is low this is <b>good</b> for the <b>vegetarian woman</b> as she will not store excess protein as fat so less chance of obesity.</p> <p><b>Negative</b></p> <p><b>N</b> 1. The protein intake is low which is (for growth, repair and maintenance of body cells).</p> <p>2. The protein intake is low this is <b>bad</b> for <b>vegetarian woman</b> as this is required for the maintenance of body and <b>may</b> cause problems with body repair/ recovery from illness.</p> <p><b>N</b> 3. The protein intake is low this is <b>bad</b> for the <b>vegetarian woman</b> as it is required for growth <b>so</b> she may not grow/develop properly.</p> <p><b>N</b> 4. The protein intake is low this is <b>bad</b> for the <b>vegetarian woman</b> as protein can be used as a secondary source of energy, if energy intake continues to be low she will become tired/lethargic.</p> |          |                     |

| Question |   | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|---|--|----------|---------------------|
| 2        | a | <p>(cont)</p> <p><b>3 Vitamin A (Lower)</b></p> <p><b>Negative</b></p> <p><b>N</b> 1. The Vitamin A content is lower this is <b>bad</b> for the <b>vegetarian woman</b> as it is needed for development of good eye sight in dim light <b>therefore</b> she could suffer from night blindness/failure to see in dim light.</p> <p><b>N</b> 2. The Vitamin A content is lower this is <b>bad</b> for the <b>vegetarian woman</b> as this is needed to maintain mucous membranes <b>therefore</b> could make her prone to mucous membrane infections.</p> <p><b>N</b> 3. The Vitamin A content is lower this is <b>bad</b> for the <b>vegetarian woman</b> as this is an antioxidant vitamin <b>therefore</b> will increase the risk of CHD/cancer/put the woman at risk of CHD/cancer.</p> <p><b>N</b> 4. The Vitamin A content is lower this is <b>bad</b> for the <b>vegetarian woman</b> as this is required for the maintenance of healthy skin <b>therefore</b> she may suffer with from skin complaints.</p> <p><b>4 Iron intake (Lower)</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. The iron intake is low this is <b>good</b> for the <b>vegetarian woman as</b> iron is needed for the production haemoglobin/red blood cells <b>therefore</b> increasing the risks of anaemia/tiredness/lack of energy.</p> |          |                     |

| Question |   | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|---|--|----------|---------------------|
| 2        | a | <p><b>(cont)</b></p> <p><b>Negative</b></p> <p><b>N</b> 1. The iron intake is low this is <b>bad</b> for the <b>vegetarian woman as</b> iron provides oxygen to the blood (producing red blood cells) <b>therefore</b> increasing the risks of anaemia.</p> <p><b>N</b> 2. The iron intake is low this is bad for the vegetarian woman as a lack of iron causes anaemia and so she may feel tired/lethargic.</p> <p><b>5 Sodium intake (Higher)</b></p> <p><b>Negative</b></p> <p><b>N</b> 1. The sodium intake is high which is <b>bad</b> for the <b>vegetarian woman</b> which can cause high blood pressure/hypertension and so this can lead to strokes/CHD.</p> <p><b>N</b> 2. The sodium intake is high which is <b>bad</b> for the <b>vegetarian woman as</b> this can lead to hardening of the arteries <b>which</b> can lead to heart disease.</p> <p><b>N</b> 3. The sodium intake is high which is <b>bad</b> for the <b>vegetarian woman as</b> if repeated over a long period of time she <b>could</b> suffer from strokes/heart disease/kidney disease/CHD.</p> |          |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 2        | a | <p>(cont)</p> <p><b>6 Vitamin B12 (Higher)</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. The vitamin B12 intake is high this is <b>good</b> for the <b>vegetarian woman</b> as this assists in the formation of red blood cells <b>so</b> she will not suffer from anaemia.</p> <p><b>P</b> 2. The vitamin B12 intake is high this is <b>good</b> for the <b>vegetarian woman</b> as this assists in the functioning of the brain/nervous system <b>so</b> she is less likely to suffer from fatigue/poor memory.</p> <p><b>P</b> 3. The vitamin B12 intake is high this is <b>good</b> for the <b>vegetarian woman</b> as it is involved in the metabolism of every cell in the body therefore helping the body produce energy.</p> <p><b>P</b> 4. The vitamin B12 intake is high which is <b>good</b> for the <b>vegetarian woman</b> as this will help release energy from food <b>so</b> she will get enough energy for daily activities/not feel tired.</p> <p><b>P</b> 5. The vitamin B12 intake is high which is <b>good</b> for the <b>vegetarian woman</b> as this will help release energy from food not store the energy <b>so</b> she will/not gain weight/reduces chances of becoming obese.</p> |          |                     |

| Question |   | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|---|--|----------|---------------------|
| 2        | a | <p>(cont)</p> <p>7 <b>NSP (is higher)</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. The days intake of NSP is <b>high</b> this is <b>good</b> as NSP is required to eliminate waste so the <b>vegetarian woman</b> will be at less risk of developing constipation/diverticulitis/bowel cancer.</p> <p><b>P</b> 2. The days intake of NSP is <b>high</b> this is <b>good</b> as NSP helps control blood sugar levels in the <b>vegetarian woman</b> so energy is released slowly/steadily which/ will prevents sudden feeling of tiredness/lack of energy during/diabetes.</p> <p><b>P</b> 3. The days intake of NSP is <b>high</b> this is <b>good</b> as NSP helps control cholesterol so the <b>vegetarian woman</b> may be at a reduced risk of heart disease.</p> <p><b>P</b> 4. The days intake of NSP is <b>high</b> this is <b>good</b> as NSP can provide a feeling of fullness <b>so</b> the <b>vegetarian woman</b> is less likely to snack on high fat/high sugar foods/put on weight.</p> <p><b>P</b> 5. The days intake of NSP is <b>high</b> this is <b>good</b> for the <b>vegetarian woman</b> as NSP absorbs LDL <b>so</b> will reduce her risk of heart disease.</p> <p><b>Negative</b></p> <p><b>N</b> 1. The days intake of NSP is <b>high</b> this is <b>bad</b> as NSP can hinder the absorption of iron/calcium <b>which</b> could lead to a deficiency of this nutrient/anaemia/tiredness/weakness/osteoporosis in the <b>vegetarian woman</b>.</p> |          |                     |
| 2        | b | <p>3 x 1 mark for <b>each</b> correctly identified factor.</p> <p>3 x 1 mark for each explanation linked to <b>osteoporosis</b>.</p> <p>Factor must be identified before mark can be awarded for explanation. Where the factor is incorporated in the explanation this can be credited.</p>  | 6KU      |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 2        | b | <p>(cont)</p> <p><b>1 Factor – Low calcium intake</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Low intake of calcium in childhood/ younger life/during the main stages of development will prevent strong bone mass/which can contribute to <b>osteoporosis</b> in later life.</li> <li>2. Low intake of calcium will result in poor bone formation/maintenance/ development which can contribute to <b>osteoporosis</b>.</li> <li>3. Low intake of calcium will prevent calcium combining with phosphorous to produce calcium phosphate which is necessary for bone development this can contribute to <b>osteoporosis</b>.</li> </ol> <p><b>2 Factor – Lack of Vitamin D</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. A lack of Vitamin D will prevent the absorption of calcium in the body/which helps to achieve peak bone mass/which can contribute to <b>osteoporosis</b>.</li> <li>2. A lack of Vitamin D prevents the absorption of calcium/which is essential for bone formation/which can contribute to <b>osteoporosis</b>.</li> </ol> <p><b>3 Factor – Lack of phosphorous rich foods</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Lack of phosphorous reduces the production of calcium phosphate which is necessary for bone development which can contribute to <b>osteoporosis</b>.</li> </ol> <p><b>4 Factor – High fat/saturated fat intake</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. A high intake of fat/saturated fat may lead to poor calcium absorption which could contribute to <b>osteoporosis</b>.</li> </ol> <p><b>5 Factor – High sodium/salt intake</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. This will speed up the loss of calcium from the bones and contribute to <b>osteoporosis</b>.</li> </ol> |          |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 2        | b | <p>(cont)</p> <p><b>6 Factor – An unhealthy diet</b><br/><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. An unbalanced diet may result in a diet low in diet calcium/vitamin D/ phosphorous and bone density/mass may be affected therefore contributing to <b>osteoporosis</b>.</li> <li>2. As unhealthy foods tend to be lacking in calcium and don't enable peak bone mass to develop, this contributes to <b>osteoporosis</b>.</li> </ol> <p><b>7 Factor – High NSP intake</b><br/><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. High intake of NSP in the diet could hinder absorption of calcium preventing peak bone mass and contributing to <b>osteoporosis</b>.</li> </ol> <p><b>8 Factor – High phytic acid</b><br/><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. High intake of phytic acid in the diet could hinder absorption of calcium preventing peak bone mass and contributing to <b>osteoporosis</b>.</li> </ol> <p><b>9 Factor – Lack of lactose in the diet.</b><br/><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Lack of lactose in the diet could hinder the absorption of calcium which can contribute to <b>osteoporosis</b>.</li> </ol> <p><b>10 Factor – Lack of protein in the diet.</b><br/><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Lack of protein in the diet could hinder the absorption of calcium which can contribute to <b>osteoporosis</b>.</li> </ol> <p><b>11 Factor – HRT.</b><br/><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Hormone replacement therapies have been proven to lead to <b>osteoporosis</b> and should be used for a short time only.</li> </ol> |          |                     |

| Question |   | Expected Answer/s | Max Mark  | Additional Guidance |  |
|----------|---|-------------------|---|---------------------|--|
| 2        | b | (cont)            |   |                     |  |
|          |   | 12                | <p><b>Factor – Extreme exercise.</b></p> <p><b>Explanation</b></p> <p>1. Exercise alone does not prevent bone loss and the greater the attempt to lose body fat the more chance of developing <b>osteoporosis.</b></p>  |                     |  |
|          |   | 13                | <p><b>Factor – Anorexia.</b></p> <p><b>Explanation</b></p> <p>1. A lack of nutrition/very small body frame makes bones less dense which increases the chances of <b>osteoporosis.</b></p>   |                     |  |
|          |   | 14                | <p><b>Factor – Lack of exposure to sunlight/ultraviolet light.</b></p> <p><b>Explanation</b></p> <p>1. A lack of exposure to sunlight/ultraviolet light reduces the synthesis of vitamin D. Vitamin D is essential for calcium absorption (in the intestines) for bone formation which can lead to <b>osteoporosis.</b></p> |                     |  |
|          |   | 15                | <p><b>Factor – Lack of Exercise.</b></p> <p><b>Explanation</b></p> <p>1. Lack of weight bearing exercise will decrease bone density which can contribute to <b>osteoporosis.</b></p>  |                     |  |
|          |   | 16                | <p><b>Factor – Smoking.</b></p> <p><b>Explanation</b></p> <p>1. The nicotine in cigarettes can cause actual bone loss so can contribute to <b>osteoporosis.</b></p>   |                     |  |
|          |   | 17                | <p><b>Factor – High alcohol intake.</b></p> <p><b>Explanation</b></p> <p>1. Increased alcohol consumption may start to decrease bone mass which can contribute to <b>osteoporosis .</b></p>   |                     |  |

| Question | Expected Answer/s | Max Mark | Additional Guidance |
|----------|-------------------|----------|---------------------|
|          | 18                |          |                     |
|          | 19                |          |                     |

**Factor – An unhealthy body weight.**  
**Explanation**  
1. Being underweight may mean that the calcium target is not being met therefore can contribute to **osteoporosis**.  
2. Obesity could put an extra strain on the bones/indicate an unbalanced diet which may be short in calcium therefore can contribute to **osteoporosis**.

**Factor – An unhealthy body weight.**  
**Explanation**  
1. A family history of **osteoporosis** may mean you are more at risk of developing the disease.



| Question |   | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|---|--|----------|---------------------|
| 2        | c | <p><b>(cont)</b></p> <p><b>P</b> 10. Elastomeric fibres accept dyes easily, this is <b>good</b> for <b>swimwear as</b> fashionable colours change frequently/it can be made to suit current colour trends/provides a range of colours.</p> <p><b>Negative</b></p> <p><b>N</b> 1. Elastomeric fibres can become misshapen after laundry, this is <b>bad</b> for <b>swimwear as</b> it will lose its fit/it will have to be replaced more frequently.</p> <p><b>N</b> 2. Elastomeric fibres may lose their colour with frequent washing, this is <b>bad</b> for <b>swimwear as</b> they have to be laundered frequently/they will not stay looking good for long/appearance may be affected negatively.</p> <p><b>N</b> 3. Elastomeric fibres may be adversely affected by the chemicals in swimming pools, this is <b>bad</b> for <b>swimwear as</b> this could cause fabric to corrode/weaken the fabric/affect appearance negatively/make some areas see through.</p> <p><b>N</b> 4. Elastomeric fibres may be affected by pilling/catching/pulling, this is <b>bad</b> for <b>swimwear as</b> appearance will be adversely affected/durability will be affected.</p> |          |                     |
| 2        | d | <p>4 x 1 mark for each point explaining each way the each label benefits the <b>consumer</b><br/>Minimum 1 mark from each area</p> <p><b>Kitemark</b></p> <ol style="list-style-type: none"> <li>The <b>Kitemark</b> means the product has been tested by the BSI which benefits <b>consumers</b> as it gives them peace of mind that the product is safe.</li> <li>The <b>Kitemark</b> is compulsory for potentially life threatening products which benefits the <b>consumer</b> as they know that the product has met the exact standards for safety.</li> <li>The <b>Kitemark</b> issued by the BSI make sure that products maintain safety standards which benefits <b>consumers</b> as they will know that the product is safe to use.</li> </ol>  | 4KU      |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 2        | d | <p>(cont)</p> <p>4. The <b>Kitemark</b> means that products have been tested (to destruction) which is useful for <b>consumers</b> as it reassures them that the product is safe to use/ durable.</p> <p>5. The <b>Kitemark</b> means that the product is suited to its intended use which benefits <b>consumers</b> as they will know that the product will work efficiently.</p> <p><b>Care Label Symbol</b></p> <p>1. <b>Care labels</b> benefits the <b>consumer</b> as they provide information on how to launder/wash the item which would help to ensure that the product does not shrink/colour fade/tear/colour run.</p> <p>2. <b>Care labels</b> benefits the <b>consumer</b> as they provide information on how to dry the item which would help to ensure that the product does not stretch/loose shape.</p> <p>3. <b>Care labels</b> benefits the <b>consumer</b> as they provide information on how to iron the item which would help to ensure that the product does not get burnt/remain creased.</p> <p>4. <b>Care labels</b> benefits the <b>consumer</b> as to whether or not the item should only be dry cleaned therefore may avoid such items.</p> <p>5. <b>Care labels</b> benefits the <b>consumer</b> to sort similar items together for machine or hand washing so reducing the risk of shrinking or colour-run.</p> <p>6. <b>Care labels</b> benefits the <b>consumer</b> as it provides them with easy to interpret/ understand labels that are consistent/ easy to understand.</p> |          |                     |

| Question |   | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|---|--|----------|---------------------|
| 2        | e | <p>2 x 1 mark for each correct explanation linked to the Advertising Standards Authority.</p> <ol style="list-style-type: none"> <li>1. <b>Advertising Standards Authority (ASA)</b> has the responsibility to ensure that adverts are legal/decent/honest/truthful therefore protects <b>consumers</b> from being misled.</li> <li>2. <b>Advertising Standards Authority (ASA)</b> has the responsibility to monitor/control the content of advertisements in the press/on billboards/in the cinema.</li> <li>3. <b>Advertising Standards Authority (ASA)</b> is responsible for the production of a voluntary code for advertisers to follow so false claims cannot be made in adverts about products.</li> <li>4. <b>Advertising Standards Authority (ASA)</b> has the responsibility to allow <b>consumer</b> to make a better choice/to make up their own mind by preventing advertisers attacking/discrediting other products.</li> <li>5. <b>Advertising Standards Authority (ASA)</b> has the responsibility to provide detailed rules about adverts dealing with health products so companies cannot make false claims.</li> <li>6. <b>Advertising Standards Authority (ASA)</b> has the responsibility to ensure advertisers do not misuse scientific/medical terms in adverts that may cause confusion.</li> <li>7. <b>Advertising Standards Authority (ASA)</b> has the responsibility to prevent exploitation of children in adverts by administering codes of sale promotions/rules relating to the use of this age group.</li> <li>8. <b>Advertising Standards Authority (ASA)</b> has the responsibility to support <b>consumers</b> by investigating complaints made about advertisements/can stop the use of adverts.</li> </ol> | 2KU      |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 2        | e | <p>(cont)</p> <p>9. <b>Advertising Standards Authority (ASA)</b> has the responsibility to protect <b>consumers</b> as it ensures that the rules contained in the British Code of Advertising Practice are followed in the UK.</p> <p>10. <b>Advertising Standards Authority (ASA)</b> has the responsibility to maintain standards in advertising to the benefit of consumers.</p> <p>11. <b>Advertising Standards Authority (ASA)</b> has the responsibility to monitor adverts to ensure they are legal/decent/honest/truthful so <b>consumers</b> are not misled</p> <p>12. <b>Advertising Standards Authority (ASA)</b> has the responsibility to investigate any complaints to ensure consumers are not being misled.</p> <p>13. <b>Advertising Standards Authority (ASA)</b> is responsible for taking action against misleading/harmful/offensive promotions/marketing to ensure <b>consumers</b> are not misled.</p> |          |                     |
| 3        | a | <p>4 x 1 mark for explanation of <b>each</b> step linked to a new jacket.</p> <p><b>i</b></p> <p><b>Concept Screening</b></p> <p>1. All ideas are considered for the <b>new jacket</b>, some are kept and some are not/discarded.</p> <p>2. This stage moves away from the initial ideas to actual development issues for the <b>new jacket</b>.</p> <p>3. The best ideas for the <b>new jacket</b> are taken forward and a specification written for the final solution.</p> <p><b>ii</b></p> <p><b>Product Testing</b></p> <p>1. This is an important stage as it allows the <b>new jacket</b> to be tested on consumers to gain their opinion.</p> <p>2. This allows the <b>new jacket</b> to be further refined depending on consumer opinion.</p>  | 4KU      |                     |

| Question           |   | Expected Answer/s   | Max Mark    | Additional Guidance                                   |                |                    |                    |  |     |  |
|--------------------|---|---|-------------|---|----------------|--------------------|--------------------|--|-----|--|
| 3                  | a   | <p>(cont)</p> <p>iii <b>Marketing Plan</b></p> <ol style="list-style-type: none"> <li>1. This plans the promotion method most suitable for the <b>new jacket</b>.</li> <li>2. The initial price of the <b>new jacket</b> can be determined by the marketing plan.</li> <li>3. Any labelling for the <b>new jacket</b> can be finalised taking into account of marketing plan.</li> </ol> <p>iv <b>Launch</b></p> <ol style="list-style-type: none"> <li>1. Piloting of the <b>new jacket</b> is carried out to monitor the sales in a small area.</li> <li>2. From piloting the <b>new jacket</b> the manufacturer can adjust the marketing approach before using it more widely.</li> <li>3. Sales figures for the <b>new jacket</b> will be closely monitored allowing the manufacturing to rethink/alter the marketing approach if necessary.</li> <li>4. At this stage market research provides regular feedback allowing the <b>new jacket</b> to be further refined/improved.</li> <li>5. The <b>new jacket</b> is now available for sale.</li> </ol> |             |   |                |                    |                    |  |     |  |
| 3                  | b   | <p>4 x 1 mark for <b>each</b> point of evaluation which must link to <b>winter jacket</b>.<br/>Only 1 mark for each descriptor.</p> <table border="0"> <tr> <td><b>Fact</b></td> <td><b>Interpretation of rating (not just the number)</b></td> </tr> <tr> <td><b>Opinion</b></td> <td><b>good or bad</b></td> </tr> <tr> <td><b>Consequence</b></td> <td><b>of fact linked to winter jacket</b></td> </tr> </table> <p><b>Absorbency (2) Low</b></p> <ol style="list-style-type: none"> <li>1. The absorbency is low/poor, this is <b>good</b> as the <b>winter jacket</b> will not get wet/heavy in the rain/snow therefore making it more comfortable to wear.</li> <li>2. The absorbency is low/poor, this is <b>bad</b> as the wearer of the <b>winter jacket</b> may get hot/sweaty therefore making it uncomfortable to wear.</li> </ol>   | <b>Fact</b> | <b>Interpretation of rating (not just the number)</b> | <b>Opinion</b> | <b>good or bad</b> | <b>Consequence</b> | <b>of fact linked to winter jacket</b> | 4EV |  |
| <b>Fact</b>        | <b>Interpretation of rating (not just the number)</b> |   |             |   |                |                    |                    |  |     |  |
| <b>Opinion</b>     | <b>good or bad</b>                                    |   |             |   |                |                    |                    |  |     |  |
| <b>Consequence</b> | <b>of fact linked to winter jacket</b>                |   |             |   |                |                    |                    |  |     |  |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 3        | b | <p>(cont)</p> <p>3. The absorbency is low/poor, this is <b>bad as</b> the <b>winter jacket</b> may not be cool to wear/too hot to wear making it uncomfortable to wear.</p> <p><b>Warmth (5) Very High</b></p> <p>1. The warmth is very high, this is <b>good as</b> the wearer of the <b>winter jacket</b> can stay warm in cold weather/winter/snow/rain/wind making it comfortable to wear.</p> <p>2. The warmth is very high, this is <b>bad as</b> the <b>winter jacket</b> may not be comfortable to wear (unless very cold weather/winter.)</p> <p>3. The warmth is very high, this is <b>bad as</b> the <b>winter jacket</b> wearer may get too hot if on a strenuous/long walk/activity (making it uncomfortable to wear.)</p> <p><b>Ease of care (4) High</b></p> <p>1. The ease of care is high, this is <b>good as</b> the <b>winter jacket</b> can be easily cleaned if dirty (so saving time.)</p> <p>2. The ease of care is high, this is <b>good as</b> regular washing will not affect the appearance of the <b>winter jacket</b> helping to keep a good appearance.</p> <p>3. The ease of care is high, this is <b>good as</b> the winter jacket can be washed/dried quickly (therefore saving time)</p> <p><b>Colourfast (1) Very Low</b></p> <p>1. The colourfastness is very low; this is <b>bad as</b> the <b>winter jacket's</b> colour may run in the rain/wet/snow making the jacket unattractive/affecting appearance.</p> <p>2. The colourfastness is very low; this is <b>bad as</b> the colour of the <b>winter jacket</b> may fade with regular washing, affecting appearance.</p> <p>3. The colourfastness is very low; this is <b>bad as</b> the colour of the <b>winter jacket</b> may fade if left in sunlight, affecting appearance.</p> |          |                     |

| Question           |                                    | Expected Answer/s   | Max Mark    | Additional Guidance                |                |                    |                    |                                   |            |  |
|--------------------|------------------------------------|---|-------------|------------------------------------|----------------|--------------------|--------------------|-----------------------------------|------------|--|
| 3                  | b                                  | <p>(cont)</p> <p><b>Durability (4) High</b></p> <ol style="list-style-type: none"> <li>1. The durability is high, this is <b>good</b>, as the <b>winter jacket</b> will be relatively long lasting which is good <b>as</b> it may have been expensive so will save money.</li> <li>2. The durability is high, this is <b>good, as</b> the <b>winter jacket</b> will have to withstand rubbing of rucksack/wear and tear so it keeps its appearance.</li> <li>3. The durability is high, this is <b>good, as</b> the <b>winter jacket</b> will be good enough to use year on year/more than one season/ saving money.</li> <li>4. The durability is high, this is <b>good, as</b> the <b>winter jacket</b> will be good enough to pass onto siblings/other users/saving money.</li> </ol>  |             |                                    |                |                    |                    |                                   |            |  |
| 3                  | c                                  | <p>2 x 1 mark for <b>each</b> point of evaluation linked to the <b>store card</b></p> <p>2 x 1 mark for <b>each</b> point of evaluation linked to the <b>chip and pin</b></p> <table border="0"> <tr> <td><b>Fact</b></td> <td><b>Linked to method of payment</b></td> </tr> <tr> <td><b>Opinion</b></td> <td><b>good or bad</b></td> </tr> <tr> <td><b>Consequence</b></td> <td><b>impact of fact on consumer</b></td> </tr> </table> <p><b>i Store Card</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. A <b>store card</b> may offer interest free credit if debt is fully paid, so this is <b>good</b> for the <b>consumer as</b> they do not pay extra/interest for the product.</p> <p><b>P</b> 2. A monthly statement is received with a <b>store card</b>, this is <b>good as</b> the <b>consumer</b> will always know how much you owe each month/should be able to budget.</p> <p><b>P</b> 3. <b>Store card</b> allows for the balance either to be paid/or a portion of the amount to be paid, this is <b>good</b> for the <b>consumer as</b> they do not need to pay for the goods in full immediately.</p> | <b>Fact</b> | <b>Linked to method of payment</b> | <b>Opinion</b> | <b>good or bad</b> | <b>Consequence</b> | <b>impact of fact on consumer</b> | <b>4EV</b> |  |
| <b>Fact</b>        | <b>Linked to method of payment</b> |   |             |                                    |                |                    |                    |                                   |            |  |
| <b>Opinion</b>     | <b>good or bad</b>                 |   |             |                                    |                |                    |                    |                                   |            |  |
| <b>Consequence</b> | <b>impact of fact on consumer</b>  |   |             |                                    |                |                    |                    |                                   |            |  |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 3        | c | <p><b>I (cont)</b></p> <p><b>P</b> 4. Special offers/events are sometimes available for <b>store card</b> holders, this is <b>good as</b> the <b>consumer</b> may save money.</p> <p><b>P</b> 5. With a <b>store card</b> goods may be purchased immediately, this is <b>good as</b> the <b>consumer</b> can take the goods home use them straight away.</p> <p><b>P</b> 6. <b>Store card</b> payments can be made regularly/by direct debit, this is <b>good as</b> it will, make budgeting easier for the <b>consumer</b>.</p> <p><b>P</b> 7. <b>Store card</b> allows purchases even if cash is not available this is <b>good as</b> the <b>consumer</b> can buy now pay later.</p> <p><b>Negative</b></p> <p><b>N</b> 1. Interest is added on outstanding balances on a <b>store card</b>, this is <b>bad</b> for the <b>consumer as</b> they may end up paying more than the cash price for the goods.</p> <p><b>N</b> 2. Interest charges for <b>store cards</b> are often very high, this is <b>bad</b> for the <b>consumer as</b> this could lead to debt.</p> <p><b>N</b> 3. <b>Store card</b> restricts shopping as purchases can only be made in a particular store, this is <b>bad</b> for the <b>consumer as</b> they cannot purchase goods from other stores.</p> <p><b>N</b> 4. <b>Store cards</b> can have a high credit limit/allowing overspending, this is <b>bad</b> for the <b>consumer as</b> it could result in debt.</p> <p><b>ii Chip and pin</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. <b>Chip and pin</b> is a safe method of payment, this is <b>good</b> for the <b>consumer</b> as only the card holder should know the pin number, <b>therefore</b> reduced risk of fraud.</p> <p><b>P</b> 2. <b>Chip and pin</b> is widely accepted in retail outlets, this is <b>good</b> for the <b>consumer as</b> they do not need to carry several methods of payment.</p> |          |                     |

| Question |   |    | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|----|---|----------|---------------------|
| 3        | c | ii | <p><b>(cont)</b></p> <p><b>P</b> 3. <b>Chip and pin</b> allows for easy access to cash at ATM's, this is <b>good</b> for the <b>consumer as</b> they can access their funds at any time/ensuring they can visit bank/building society at a time to suit them.</p> <p><b>P</b> 4. <b>Chip and pin</b> can be used to get 'cash back' in some retail outlets, this is <b>good</b> for the <b>consumer as</b> they can get cash when purchasing other goods/saving them time/don't have to go to ATM.</p> <p><b>P</b> 5. <b>Chip and pin</b> is from the consumers account, this is <b>good</b> as items paid for by this method do not accrue interest charges, <b>therefore</b> the <b>consumer</b> only pays the cash price so can save money.</p> <p><b>P</b> 6. <b>Chip and pin</b> is a convenient way to purchase items, this is <b>good</b> for the <b>consumer as</b> he/she does not need to carry cash/less risk of theft.</p> <p><b>Negative</b></p> <p><b>N</b> 1. <b>Chip and pin</b> can be open to fraudulent purchases, this is <b>bad</b> for the <b>consumer as</b> he/she can fall into debt through no fault of their own.</p> <p><b>N</b> 2. <b>Chip and pin</b> can be open to fraudulent purchases, this is <b>bad</b> for the <b>consumer as</b> they need to prove to the bank they have not shown/given pin number to anyone else so making it very difficult to get cash back/be reimbursed.</p> <p><b>N</b> 3. <b>Chip and pin</b> has a secure pin number, this is <b>bad as</b> the <b>consumer</b> could forget their pin number/unable to use the card/ make a purchase/wait for replacement number.</p> <p><b>N</b> 4. <b>Chip and pin</b> are not widely accepted abroad, this is <b>bad as</b> the <b>consumer</b> using the card outside the UK is at an increased risk of fraud.</p> |          |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
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| 3        | d | <p>3 x 1 mark for <b>each</b> benefit<br/> 3 x 1 mark for each explanation linked to the <b>family</b>.<br/> Benefit has to be identified before mark is awarded for explanation.<br/> Where the benefit is incorporated in the explanation this can be credited</p> <p><b>1 Benefit – Provides a breakfast.</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Breakfast Clubs can provide pupils a breakfast if they have not had it at home so the <b>parents</b> do not need to worry if they do not have time/food in the morning.</li> <li>2. Breakfast clubs can give the child a breakfast which may not be provided by the <b>family</b> at home.</li> <li>3. Breakfast clubs can provide a hot breakfast which would be good in cold weather/winter as this may not be provided at home by the <b>family</b>.</li> <li>4. Breakfast clubs provide a meal to help the children to concentrate during the day which the <b>family</b> may be unable to provide.</li> <li>5. Breakfast clubs can provide a range of options/opportunity to try new foods which may not be provided by the <b>family</b> at home.</li> </ol> <p><b>2 Benefit – Current dietary advice/Balanced Diet</b><br/> <b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Breakfast clubs provide a breakfast within the guidelines of Hungry for Success so <b>parents</b> can be confident the breakfast their child is eating is a healthy option.</li> <li>2. Breakfast clubs will provide food that meets Dietary Targets/nutritious so the <b>parents</b> know it will contribute to a healthy diet/prevent obesity.</li> <li>3. Breakfast clubs provide food which will need current dietary advice so this may benefit the <b>family</b> who may have a lack of nutritional knowledge/skills.</li> </ol> | 6KU      |                     |

| Question |   |   | Expected Answer/s   | Max Mark | Additional Guidance |
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| 3        | d | 2 | <p>(cont)</p> <p>4. Breakfast clubs provide healthy drinks/ fruit juice/water which will help to prevent dehydration/concentration so helping the <b>family</b> if they forget/do not provide a drink.</p> <p><b>3 Benefit – Opportunity to socialise.</b><br/><b>Explanation</b></p> <p>1. Breakfast clubs allow children to mix with their friends before school; this is helpful for the <b>parents</b> who may have to drop them off early.</p> <p>2. Breakfast clubs allow children to develop good eating habits/table manners with their friends which helps the <b>parents</b> as they may not sit at the table at home.</p> <p><b>4 Benefit - Low cost/free meals.</b><br/><b>Explanation</b></p> <p>1. Breakfast clubs provide low cost/no cost food which is good for the <b>family</b> who may be on a limited income.</p> <p>2. Breakfast clubs provide a free meal without stigma to children whose <b>families</b> are on a limited income.</p> <p><b>5 Benefit – Reduce families spending.</b><br/><b>Explanation</b></p> <p>1. Breakfast clubs provides supervision for children before school at a low cost/no cost so saving the <b>family</b> costs on childcare.</p> <p>2. Breakfast clubs provides food at a low cost/no cost so saving the <b>family</b> money on purchasing food.</p> <p><b>6 Benefit – Saves time.</b><br/><b>Explanation</b></p> <p>1. Breakfast clubs provides food which can save the <b>parents</b> time in the morning before work as they don't need to feed the children.</p> |          |                     |

| Question |   | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|---|--|----------|---------------------|
| 3        | d | <p><b>(cont)</b></p> <p><b>7 Benefit – Provides shelter / safe environment.</b><br/> <b>Explanation</b><br/> 1. Breakfast clubs provides a warm/dry environment for children before school so reassuring <b>parents</b> their children are safe.<br/> 2. Breakfast clubs provides a supervised environment for children which gives the <b>parents</b> confidence their children are safe/not able to be bullied.</p> <p><b>8 Benefit – Improved punctuality.</b><br/> <b>Explanation</b><br/> 1. Breakfast clubs provide foods/ opportunity to socialise which can encourage pupils to arrive at school early so improve punctuality so helping the <b>family</b>.</p> <p><b>9 Benefit – Improved attendance.</b><br/> <b>Explanation</b><br/> 1. Breakfast clubs provide foods/ opportunity to socialise, which can encourage pupils to arrive at school and improves attendance so helping the <b>family</b>.</p> <p><b>10 Benefit – Improved attainment</b><br/> <b>Explanation</b><br/> 1. Breakfast clubs provide food which can help the child to concentrate/pay attention in class so helping the <b>family</b> as the child will do better in school/class/ tests.</p> <p><b>11 Benefit – Reduce incidence of diet related diseases (in later life).</b><br/> <b>Explanation</b><br/> 1. Breakfast clubs offers healthy options so can help the <b>family</b> by reducing the risk of obesity/tooth decay.<br/> 2. Breakfast clubs help the <b>family</b> by encouraging good eating habits/offers healthy options so can reduce the risk of CHD/cancer/diet related diseases in later life.</p> |          |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 3        | e | <p>2 x 1 mark for each explanation linked to the <b>consumer</b></p> <ol style="list-style-type: none"> <li>1. The Food Safety Act 1990 makes it an offence to produce/sell any food which may be injurious to health and so prevents food poisoning and protects <b>consumer</b>.</li> <li>2. The Food Safety Act 1990 covers food labelling so that the <b>consumer</b> will be able to make an informed choice.</li> <li>3. The Food Safety Act 1990 refers to false claims/misleading descriptions; so the <b>consumer</b> can be confident that the food purchased is as stated on the label.</li> <li>4. The Food Safety Act 1990 covers all food handlers have to undergo food hygiene training/wear suitable clothing, in order to protect the <b>consumer</b> from the risk of food poisoning.</li> <li>5. The Food Safety Act 1990 covers anyone working in the food/food premises must be registered with the local authority, this ensures good hygiene standards and safe food for <b>consumers</b>.</li> <li>6. The Food Safety Act 1990 aims to prevent the sale of food which is of inferior quality, therefore the <b>consumer</b> is reassured/purchasing a quality product.</li> <li>7. The Food Safety Act 1990 covers the whole food chain from the farm or factory to the point of sale so it ensures food is safe for <b>consumers</b>.</li> <li>8. The Food Safety Act 1990 covers additives/contaminants in foods so <b>consumer</b> is protected from unsafe food.</li> </ol> | 2KU      |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 4        | a | <p>2 x 1 mark for <b>each</b> correctly identified structure.</p> <p>2 x 1 mark for explanation linked to family structure.</p> <p>Family Structure must be identified before mark can be awarded for explanation.</p> <p>Where the factor is incorporated in the explanation this can be credited.</p> <p><b>1 Family Structure – Nuclear Family Explanation</b></p> <p>1. This is made up of father, mother and at least one child living together in the same home.</p> <p><b>2 Family Structure – Extended Family Explanation</b></p> <p>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.</p> <p><b>3 Family Structure – Single Parent Family Explanation</b></p> <p>1. This is made up of a parent and at least one child where one <b>Family</b> parent has the main/sole responsibility for bringing up the child.</p> <p><b>4 Family Structure – Reconstituted Family Explanation</b></p> <p>1. This is formed by adults who have been with other partners <b>Family</b> and bring children from previous relationships to a new relationship to create a new family unit.</p> <p><b>5 Family Structure – Community Family Explanation</b></p> <p>1. This is where people with different families all live together <b>Family</b> e.g. Kibbutz, Communes.</p> <p><b>6 Family Structure – Single Sex Family Explanation</b></p> <p>1. This is a family where both parents may be the same gender.</p> | 4KU      |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 4        | b | <p>2 x 1 mark for <b>each</b> point of explanation on housing supporting a <b>family</b>.<br/> 2 x 1 mark for each point of explanation on social services supporting a <b>family</b><br/> Minimum of 1 mark from each area.</p> <p><b>i Housing Services</b></p> <ol style="list-style-type: none"> <li>1. Housing can support a <b>family</b> by supplying them with details on how to rent a home/buy a home/maintain/repair a home.</li> <li>2. Housing can support a <b>family</b> by providing advice on the types of homes available so a choice can be made.</li> <li>3. Housing can support a <b>family</b> by providing social services support to help find suitable accommodation for families in need of specialist accommodation.</li> <li>4. Housing can support a <b>family</b> by providing housing associations led by tenants so that affordable accommodation can be provided for everyone.</li> <li>5. Housing can support a <b>family</b> as they provide information/support to those that are homeless or about to be made homeless.</li> <li>6. Housing can support a <b>family</b> as they provide information on how to be energy efficient/save money on energy.</li> <li>7. Housing can support a <b>family</b> as they provide grants to families for who require adaptations made to their homes.</li> <li>8. Housing can support a <b>family</b> as they provide a repairs/handyman service to the over 60' s/disabled members of a family.</li> <li>9. Housing can support a <b>family</b> by having housing benefits available for those who can't afford their accommodation.</li> <li>10. Housing can support a <b>family</b> as they provide the details of registered companies/landlords.</li> </ol> | 4KU      |                     |

| Question           |  |    | Expected Answer/s  | Max Mark    | Additional Guidance                                |                |                    |                    |  |            |  |
|--------------------|--|----|--|-------------|--|----------------|--------------------|--------------------|--|------------|--|
| 4                  | b  | ii | <p><b>Social Services</b></p> <ol style="list-style-type: none"> <li>1. Social services can support a <b>family</b> by providing child care and protection for young <b>children/adolescents</b>.</li> <li>2. Social services provide care for <b>family</b> members with learning/physical/mental disabilities.</li> <li>3. Social services provide care for the elderly members of the <b>family</b>.</li> <li>4. Care and support for adults/<b>families</b> who find themselves in difficulties/the homeless/battered wives/children under 16 who commit crimes.</li> <li>5. The provision and administration of <b>family</b> benefits including maternity allowance/unemployment benefit/sickness benefit/income support/family credit/retirement pensions/free school meals/clothing grants/free prescriptions/dental care/eye tests etc.</li> <li>6. Providing information and advice on the range of benefits available for the <b>family</b> members.</li> <li>7. Helping homeless families find accommodation/arrange housing benefits/council tax rebates for <b>families</b>.</li> <li>8. Community dieticians/health visitors provide advice/support to help <b>families</b> maintain good health.</li> <li>9. Free milk/vitamins for <b>families</b> on a low income helps maintain nutritional status/prevent ill health.</li> </ol> |             |  |                |                    |                    |  |            |  |
| 4                  | c  |    | <p>4 x 1 mark for evaluative comment which must be linked to <b>different</b> dietary targets.<br/> <b>Note: the candidate must demonstrate knowledge of the exact figures related to the Scottish dietary target.</b></p> <table> <tr> <td><b>Fact</b></td> <td><b>Linked to the ingredients or dietary target</b></td> </tr> <tr> <td><b>Opinion</b></td> <td><b>good or bad</b></td> </tr> <tr> <td><b>Consequence</b></td> <td><b>Meeting the dietary target or benefit to health</b></td> </tr> </table>  | <b>Fact</b> | <b>Linked to the ingredients or dietary target</b> | <b>Opinion</b> | <b>good or bad</b> | <b>Consequence</b> | <b>Meeting the dietary target or benefit to health</b> | <b>4EV</b> |  |
| <b>Fact</b>        | <b>Linked to the ingredients or dietary target</b>     |    |  |             |  |                |                    |                    |  |            |  |
| <b>Opinion</b>     | <b>good or bad</b>                                     |    |  |             |  |                |                    |                    |  |            |  |
| <b>Consequence</b> | <b>Meeting the dietary target or benefit to health</b> |    |  |             |  |                |                    |                    |  |            |  |

| Question |   | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|---|--|----------|---------------------|
| 4        | c | <p>(cont)</p> <p><b>Baked Potato</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. Potato is a complex carbohydrate which is <b>good</b> as it helps meet the target of <b>increasing our TCC intake by 25%/ increasing our potato consumption by 25%. (bowel disease/cancer/ constipation/obesity)</b></p> <p><b>P</b> 2. Potatoes absorb less oil/fat/saturated fat than fries this is <b>good</b> as it helps meet the target of reducing fat to no more than <b>35% total energy/reduce saturated fat to no more than 11% of total energy.</b> (obesity/CHD)</p> <p><b>P</b> 3. Potatoes are low in sugar which is <b>good</b> as it help meet the target of reducing the intake of <b>NME sugars in the diet of children by half/to no more than 10% of energy intake.</b> (obesity/dental caries/ CHD)</p> <p><b>Negative</b></p> <p><b>N</b> 1. Baked potatoes may have butter on them, adding fat which is <b>bad</b> and it may not help to meet the target of reducing fat to no more than <b>35% total energy/reduce saturated fat to no more than 11% of total energy.</b> (obesity/CHD)</p> <p><b>Spicy Chicken Mayonnaise</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. Chicken is a white meat that contains less saturated fat, this is <b>good</b> as it helps to meet the target to reduce the saturated fat content of the diet to no more than <b>11% of total food energy. (obesity/CHD)</b></p> <p><b>P</b> 2. The spices added remove the need for salt (as seasoning) this is <b>good</b> so helps meet the target of reducing <b>salt intake to no more than 100mmol/6g daily. (CRD/ hypertension)</b></p> <p><b>P</b> 3. The Spicy Chicken Mayonnaise is low in sugar which is <b>good</b> as it helps to meet the target of reducing the intake of <b>NME sugars in the diets of children by half/to less than 10% of total energy.</b> (obesity/dental caries)</p> |          |                     |

| Question |   | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|---|--|----------|---------------------|
| 4        | c | <p><b>(cont)</b></p> <p><b>P</b> 4. The mayonnaise maybe low/reduced fat mayonnaise which <b>good</b>, as it helps to reach the target of <b>reducing total fat/saturated fat content of the diet to no more than 11% of total food energy. (obesity/ CHD )</b></p> <p><b>Negative</b></p> <p><b>N</b> 1. The mayonnaise may be high in fat which is <b>bad</b> as it will not help to meet the dietary target to <b>reduce the saturated fat to no more than 11% of total energy. (obesity/CHD)</b></p> <p><b>N</b> 2. The Spicy Chicken Mayonnaise contains no salads or vegetables which is <b>bad</b> as it does not meet the target to <b>increase fruit and vegetable intake to at least 400g daily. (bowel disease/ cancer/constipation/obesity/CHD)</b></p> <p><b>Apple Crumble</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. The crumble contains a fruit which is <b>good</b> as it will help to meet the target of for fruit and vegetables which is to <b>increase to 400g daily. (bowel disease/cancel/constipation/CHD)</b></p> <p><b>P</b> 2. The crumble topping may contain cereal which is <b>good</b> as it will help to meet the target of the average intake of breakfast cereals to <b>double from present intake of 17g per day. (bowel disease/ cancer/constipation/CHD)</b></p> <p><b>P</b> 3. The crumble topping contains complex carbohydrates which -are <b>good</b> as it helps meet the target of <b>increasing our TCC intake by 25%. (bowel disease/ cancer/constipation/CHD)</b></p> <p><b>Negative</b></p> <p><b>N</b> 1. The crumble topping may be high in fat/ saturated fat which is <b>bad</b> as it will not help meet the targets of reducing fat to no more than <b>35% total energy/reduce saturated fat to no more than 11% of total energy.(obesity/CHD)</b></p> |          |                     |

| Question |   | Expected Answer/s  | Max Mark   | Additional Guidance |
|----------|---|--|------------|---------------------|
| 4        | c | <p>(cont)</p> <p><b>N</b> 2. The crumble topping may be high in sugar which is <b>bad</b> as it will not help to meet the target of reducing the intake of <b>NME sugars in the diet of children by half/to no more than 10% of energy intake. (dental caries/obesity/CHD).</b></p> <p><b>N</b> 3. The apple may have been softened with sugar which is <b>bad</b> as it will not help to meet the target of reducing the intake of <b>NME sugars in the diet of children by half/to no more than 10% of energy intake. (as above)</b></p>   |            |                     |
| 4        | d | <p>2 x 1 mark for <b>each</b> correctly identified factor.</p> <p>2 x 1 mark for explanation linked to <b>obesity</b>. Factor must be identified before mark can be awarded for explanation. Where the factor is incorporated in the explanation this can be credited.</p> <p><b>1 Factor – Lack of sensible eating habits/ poor eating habits/nutritional knowledge</b></p> <p><b>Explanation</b></p> <p>1. Eating habits/food fads developed in childhood are difficult to change resulting in <b>obesity</b>.</p> <p>2. Increased 'grazing' between meals leading to high energy consumption and <b>weight gain</b>.</p> <p><b>2 Factor – Consume more energy than needed/diet high in fat (saturated)</b></p> <p><b>Explanation</b></p> <p>1. Excess energy your body does not burn is stored as fat which can lead to <b>obesity</b>.</p> <p>2. If you consume more energy than your body needs the excess will store as fat which can cause <b>obesity</b>.</p> <p><b>3 Factor – Diet high in sugar</b></p> <p><b>Explanation</b></p> <p>1. Sugar provides the body with energy and energy not used stores as fat which can lead to obesity.</p> | <b>4KU</b> |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 4        | d | <p>(cont)</p> <p><b>4 Factor – Increased availability of restaurants/food outlets</b><br/> <b>Explanation</b><br/> 1. There are many restaurants/take-aways/ food outlets available (at all hours) selling high fat/sugar foods which leads to <b>obesity</b>.</p> <p><b>5 Factor – Advertising/media</b><br/> <b>Explanation</b><br/> 1. These promote snack foods and often high fat and sugar foods which appeal to children/teenagers leading to <b>obesity</b>.</p> <p><b>6 Factor – Family income</b><br/> <b>Explanation</b><br/> 1. Income is limited, cheaper/poorer-quality foods may be bought/high fat and sugar foods in preference to more expensive/ protein foods or fruit and vegetables, leading to <b>obesity</b>.<br/> 2. Higher income/more disposable income (being given to teenagers) which, in turn, may provide them with greater opportunity to buy snacks/fizzy drinks leading to <b>obesity</b>.<br/> 3. High income may lead to more convenience foods being bought to accommodate a busy lifestyle and as these foods are often high in fat/sugar may lead to <b>obesity</b>.</p> <p><b>7 Factor – Lifestyle</b><br/> <b>Explanation</b><br/> 1. Lack of time for shopping so convenience foods are eaten which are often high in fat/sugar so leads to <b>obesity</b>.<br/> 2. Increased ownership of microwaves/ freezers makes convenience type foods useful for families which are high in fat/energy and so leads to <b>obesity</b>.<br/> 3. The increase of available eating outlets can lead to people eating too many convenience or take-away foods, which again often have a high energy value, increasing risk of <b>obesity</b>.</p> |          |                     |

| Question |   | Expected Answer/s  | Max Mark | Additional Guidance |
|----------|---|--|----------|---------------------|
| 4        | d | <p>(cont)</p> <p><b>8 Factor – Psychological factors</b><br/> <b>Explanation</b><br/> 1. If a person is anxious/depressed/bored/lonely she/he may find eating a great comfort and do so to excess and could result in increased risk of <b>obesity</b>.</p> <p><b>9 Factor – Parental influence</b><br/> <b>Explanation</b><br/> 1. Poor eating habits tend to be passed down through families and so obese parents often have <b>obese</b> children.<br/> 2. Parents may be concerned about the safety of children outdoors which means they are not using energy playing outside and could result in increased risk of <b>obesity</b>.</p> <p><b>10 Factor – Cooking skills</b><br/> <b>Explanation</b><br/> 1. Lack of food preparation skills leads to a reliance on convenience foods which may be high in fat/sugar/low in fruit/vegetables/NSP so leading to <b>obesity</b>.</p> <p><b>11 Factor – Peer group pressure</b><br/> <b>Explanation</b><br/> 1. People with friends who eat high energy foods may choose to eat similar foods which could result in <b>obesity</b>.</p> <p><b>12 Factor – Large portion size</b><br/> <b>Explanation</b><br/> 1. Obese people may serve larger food portions/portions with high energy/fat/carbohydrate which contributes to <b>obesity</b>.</p> <p><b>13 Factor – High alcohol intake</b><br/> <b>Explanation</b><br/> 1. Alcohol contains lot of energy and so will lead to <b>obesity</b> if consumed in large amounts.</p> <p><b>14 Factor – Drugs/medication</b><br/> <b>Explanation</b><br/> 1. Some medicines can cause weight gain so can lead to <b>obesity</b> if taken over a long period of time</p> |          |                     |

| Question           |  | Expected Answer/s  | Max Mark    | Additional Guidance                                |                |                 |                    |                                     |            |  |
|--------------------|--|--|-------------|--|----------------|-----------------|--------------------|-------------------------------------|------------|--|
| 4                  | d  | <p>15</p> <p><b>(cont)</b></p> <p><b>Factor – Lack of exercise/physical activity</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Increased use of cars/not walk to work/school and don't burn off energy consumed and could result in increased risk of <b>obesity</b>.</li> <li>2. Lack of sports facilities locally/or the cost may be too high and therefore don't burn off energy leading to <b>obesity</b>.</li> <li>3. An increasing number of people just watch TV/play computer games which result in little energy being burned and could result in creased risk of <b>obesity</b>.</li> <li>4. May be inactive/do not take part in sports (outside school) so little energy is burned/result in increased risk of <b>obesity</b>.</li> </ol>   |             |  |                |                 |                    |                                     |            |  |
| 4                  | e  | <p>4 x 1 mark for each point of evaluation<br/>A minimum of one mark from each area</p> <table border="0"> <tr> <td><b>Fact</b></td> <td><b>Fact about cook chill and extrusion cooking</b></td> </tr> <tr> <td><b>Opinion</b></td> <td><b>Good/Bad</b></td> </tr> <tr> <td><b>Consequence</b></td> <td><b>Link of fact to the consumer</b></td> </tr> </table> <p><b>i</b></p> <p><b>Cook-chill products</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. A large number of <b>cook chill</b> products are available to the consumer which is <b>good as</b> it will increase <b>consumer</b> choice of food.</p> <p><b>P</b> 2. As manufacturers are responding to our need to follow a healthy diet many <b>cook chill</b> products now contain less fat/sugar/salt/more fruit and vegetables/NSP <b>so</b> is <b>good</b> for <b>consumers</b> who follow a healthy diet.</p> <p><b>P</b> 3. There are now a wide variety of vegetarian <b>cook chill</b> products available which is <b>good</b> for the <b>consumer</b> as it increases their choice of food.</p> | <b>Fact</b> | <b>Fact about cook chill and extrusion cooking</b> | <b>Opinion</b> | <b>Good/Bad</b> | <b>Consequence</b> | <b>Link of fact to the consumer</b> | <b>4EV</b> |  |
| <b>Fact</b>        | <b>Fact about cook chill and extrusion cooking</b> |  |             |  |                |                 |                    |                                     |            |  |
| <b>Opinion</b>     | <b>Good/Bad</b>                                    |  |             |  |                |                 |                    |                                     |            |  |
| <b>Consequence</b> | <b>Link of fact to the consumer</b>                |  |             |  |                |                 |                    |                                     |            |  |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 4        | a | <p>(cont)</p> <p><b>P</b> 4. As <b>cook chill</b> products are usually easy to prepare/take minimum preparation time this is <b>good</b> for <b>consumers</b> with a busy lifestyle/work long hours <b>as</b> it will save them time.</p> <p><b>P</b> 5. Many <b>cook chill</b> products can be cooked in their original packaging which may save washing up and equipment needed so is <b>good</b> for <b>consumers</b> <b>as</b> it will save them time.</p> <p><b>P</b> 6. Many <b>cook chill</b> products can be microwavable so may be <b>good</b> for <b>consumers</b> who have busy lifestyle/work long hours <b>as</b> they will take less time to cook.</p> <p><b>P</b> 7. <b>Cook chill</b> products use high quality ingredients as food produced by this process must be in the optimum condition, <b>therefore</b> is <b>good</b> for the <b>consumer</b> as they receive a high quality end product.</p> <p><b>P</b> 8. <b>Cook chill</b> products use high quality ingredients which is <b>good</b> as there is less need to use additives therefore the <b>consumer</b> may think they are getting a healthier product/<b>so</b> the <b>consumer</b> is less likely to suffer from allergic reactions.</p> <p><b>P</b> 9. Some <b>cook chill</b> products are microwavable and therefore require less energy which is <b>good</b> as they may appeal to <b>consumers</b> <b>as</b> it will reduce fuel costs.</p> <p><b>P</b> 10. Many <b>cook chill</b> products are produced as single portions which is <b>good</b> for <b>consumers</b> who live on their own as it <b>may</b> be more cost effective than producing meals from scratch.</p> <p><b>P</b> 11. Most <b>cook chill</b> products can be frozen/stored on the day of purchase which is <b>good</b> for the <b>consumer</b> as it will save them time with repeated trips to the shops.</p> <p><b>P</b> 12. <b>Cook chill</b> products are cooked quickly and then chilled to just above freezing so is <b>good</b> for the <b>consumer</b> <b>as</b> there will be less loss of nutrients.</p> |          |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 4        | a | <p><b>(cont)</b></p> <p><b>P</b> 13. <b>Cook chilling</b> does not affect the food quality/colour/flavour/texture/nutritional value which is <b>good as</b> they make the foods more appealing to <b>consumers</b>.</p> <p><b>P</b> 14. <b>Cook chill</b> products are produced in strict hygiene conditions which is <b>good</b> for the <b>consumers</b> as it will reduce the risk of food poisoning.</p> <p>15. It is not as expensive to produce <b>cook chilled</b> products as it is to produce frozen foods so will be <b>good</b> for the <b>consumer as</b> it may save them money.</p> <p><b>Negative</b></p> <p><b>N</b> 1. Many <b>cook chill</b> products do not meet current dietary advice/are high in fat/sugar/salt/low in NSP <b>so</b> may be <b>bad</b> for <b>consumers</b> concerned about following a healthy diet.</p> <p><b>N</b> 2. <b>Cook chill</b> products only require to be re-heated, however if food is not cooked for the correct length of time this may be <b>bad</b> for the <b>consumer as</b> it could lead to food poisoning.</p> <p><b>N</b> 3. If cooking instructions for <b>cook chill</b> products are not followed carefully this could lead to the food being overcooked which could be <b>bad</b> for <b>consumers as</b> their meals could be inedible.</p> <p><b>N</b> 4. <b>Cook chill</b> products have a shorter shelf life than frozen foods this could <b>bad</b> for <b>consumers</b> who lead busy lifestyles/ work long hours <b>as</b> it would mean more frequent trips to the shops/would be unsuitable for bulk cooking.</p> <p><b>N</b> 5. <b>Cook chill</b> products must be refrigerated (to prevent bacterial growth) this is <b>bad as consumers</b> may not have access to a fridge/it may cause food poisoning.</p> <p><b>N</b> 6. <b>Cook chilled</b> products require a lot of packaging which may be <b>bad</b> for <b>consumers as</b> they may be concerned about the impact on the environment.</p> <p><b>N</b> 7. If <b>consumers</b> are preparing <b>cook chill</b> products for a family/large group it will be more expensive than cooking from raw ingredients <b>so</b> may be <b>bad</b> for people who have a limited budget.</p> |          |                     |

| Question |   | Expected Answer/s   | Max Mark | Additional Guidance |
|----------|---|---|----------|---------------------|
| 4        | a | <p>(cont)</p> <p><b>Extrusion Cooking</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. <b>Extrusion cooking</b> offers an increase range of foods to <b>consumer</b> which is <b>good as</b> it provides a wider variety of foods in the diet.</p> <p><b>P</b> 2. <b>Extrusion foods</b> may be high in NSP which is <b>good</b> for the <b>consumer as</b> it helps the digestive system remove waste from the body/prevent bowel related diseases.</p> <p><b>P</b> 3. <b>Extrusion cooking</b> can be processes with no extra fat which is <b>good</b> for the <b>consumer as</b> it produces healthier foods.</p> <p><b>P</b> 4. <b>Extrusion cooking</b> provides uses cheaper raw ingredients which is <b>good</b> for the <b>consumer as</b> it reduces the overall cost.</p> <p><b>P</b> 5. <b>Extrusion cooking</b> produces products with an increased shelf life which is <b>good</b> for the <b>consumer as</b> they can bulk buy/throw away less food/prevents numerous trips to the supermarket.</p> <p><b>Negative</b></p> <p><b>N</b> 1. <b>Extrusion foods</b> are sometimes deep fried which is <b>bad</b> for the <b>consumer</b> as this is unhealthy/encourages weight gain.</p> <p><b>N</b> 2. <b>Extrusion foods</b> can be low in NSP which is <b>bad</b> for the <b>consumer</b> as this can lead to constipation/bowel related diseases.</p> <p><b>N</b> 3. <b>Extrusion cooking</b> produces numerous sugar coated cereals which is <b>bad</b> for the <b>consumer as</b> these increase the chance of tooth decay/obesity/CHD</p> <p><b>N</b> 4. <b>Extrusion cooking</b> produces numerous salty snacks which are <b>bad</b> for the <b>consumer</b> as they increase the chance of high blood pressure/strokes/hypertension/heart disease.</p> <p><b>N</b> 5. <b>Extrusion foods</b> can be expensive to buy which is <b>bad</b> for the <b>consumer</b> as they may not be in their price range.</p> |          |                     |

## Section A

| Question      | Resource Management Unit                            |      | Consumer Studies Unit  |      | Course Skills |            | Totals |
|---------------|---|------|--|------|---------------|------------|--------|
|               | Course content                                      | Mark | Course content   | Mark | Knowledge     | Evaluation |        |
| 1             |   |      | Factors which influence consumer choice of food and textile items/goods and services | 1    | 1             |            | 1      |
| 2             | Functions and sources of nutrients.                 | 1    |  |      | 1             |            | 1      |
| 3             |   |      | Factors affecting changes in family lifestyles                                       | 1    | 1             |            | 1      |
| 4             | Properties of fibres used for clothing/textile item | 1    |  |      | 1             |            | 1      |
| 5             | Causes of food poisoning                            | 1    |  |      | 1             |            | 1      |
| 6             |   |      | Food Standards Agency  | 1    | 1             |            | 1      |
| 7             |   |      | Consumer Protection – CPR 2008   | 1    | 1             |            | 1      |
| <b>Totals</b> |   | 3    |  | 4    | 7             | 0          | 7      |

Context:

x

Lifestyle and Consumer Technology

Higher Home Economics. Analysis of the 2013 Question Paper

## Section A (continued)

| Question               | Resource Management Unit |      | Consumer Studies Unit   |      | Course Skills |            | Totals |   |
|------------------------|--------------------------|------|---|------|---------------|------------|--------|---|
|                        | Course content           | Mark | Course content  | Mark | Knowledge     | Evaluation |        |   |
| 8                      | Market research          | 2    | Current voluntary labeling for food products, textile items and consumer goods and services                   | 1    | 1             |            | 1      |   |
| 9                      |                          |      |   |      |               | 2          |        | 2 |
| 10                     |                          |      | Current statutory labeling requirements for food products, textile items and consumer goods                   | 2    | 2             |            |        | 2 |
| 11                     |                          |      | Factors which influence consumer choice of food and textile items   | 2    | 2             |            |        | 2 |
| 12                     |                          |      | Food politics   | 2    | 2             |            |        | 2 |
| 13                     |                          |      | The impact of Technological Developments on consumer choice of food, clothing and consumer goods and services | 2    | 2             |            |        | 2 |
| 14                     |                          |      | Food Politics   | 2    | 2             |            | 2      | 2 |
| <b>Carried forward</b> |                          | 3    |   | 4    | 7             | 0          | 7      |   |
| <b>Totals</b>          |                          | 5    |   | 15   | 18            | 2          | 20     |   |

|   |          |  |
|---|----------|--|
| <b>Context:</b>   | <b>x</b> | <b>Lifestyle and Consumer Technology</b> |
| <b>Higher Home Economics. Analysis of the 2013 Question Paper</b> |          |  |

**Section B Question 1**

| Question      | Resource Management Unit |      | Consumer Studies Unit  |                      | Course Skills |            | Totals    |
|---------------|--------------------------|------|--|----------------------|---------------|------------|-----------|
|               | Course content           | Mark | Course content   | Mark                 | Knowledge     | Evaluation |           |
| a)            |                          |      | Factors which influence consumer choice of food/ textile items | <b>6</b>             | 6             |            | 6         |
| b)            |                          |      | Prevention of debt   | <b>4</b>             |               | 4          | 4         |
| c)            |                          |      | Parents and Parenthood   | <b>6</b>             | 6             |            | 6         |
| d)            |                          |      | Voluntary services available to the community                  | <b>2</b><br><b>2</b> |               | 2<br>2     | 4         |
| <b>Totals</b> |                          |      |  | <b>20</b>            | 12            | 8          | <b>20</b> |

## Section B Question 2

| Question      | Resource Management Unit   |      | Consumer Studies Unit  |      | Course Skills |            | Totals    |
|---------------|--|------|--|------|---------------|------------|-----------|
|               | Course content   | Mark | Course content   | Mark | Knowledge     | Evaluation |           |
| a)            | The use of Dietary Reference Values and awareness of their dietary needs – vegetarians | 5    |  |      |               | 5          | 5         |
| b)            | Prevention of dietary diseases   | 6    |  |      | 6             |            | 6         |
| c)            |  |      | Technological Developments                                     | 3    |               | 3          | 3         |
| d)            |  |      | Current Voluntary Labeling                                     | 4    | 4             |            | 4         |
| e)            |  |      | Roles and Responsibilities of the Advertising Standards Agency | 2    | 2             |            | 2         |
| <b>Totals</b> |  | 11   |  | 9    | 12            | 8          | <b>20</b> |

|   |          |  |
|---|----------|--|
| <b>Context</b>  | <b>x</b> | <b>Lifestyle and Consumer Technology</b> |
| <b>Higher Home Economics. Analysis of the 2013 Question Paper</b> |          |  |
| <b>Section B Question 3</b>                                       |          |  |

| 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 used for clothing/textile items | 4    |  |        |               | 4          | 4         |
| c)            |  |      | Methods of paying for goods and services | 2<br>2 |               | 2<br>2     | 4         |
| d)            |  |      | Provision of community meals services    | 6      | 6             |            | 6         |
| e)            |  |      | Food Safety Act 1990                     | 2      | 2             |            | 2         |
| <b>Totals</b> |  | 8    |  | 12     | 12            | 8          | <b>20</b> |

## Section B Question 4

| Question      | Resource Management Unit                             |          | Consumer Studies Unit   |           | Course Skills |            | Totals    |
|---------------|--|----------|---|-----------|---------------|------------|-----------|
|               | Course content                                       | Mark     | Course content  | Mark      | Knowledge     | Evaluation |           |
| a)            |  |          | Family Structures   | 4         | 4             |            | 4         |
| b)            |  |          | Support Services  | 4         | 4             |            | 4         |
| c)            | Scottish Dietary Targets –<br>Current Dietary Advice | 4        |   |           |               | 4          | 4         |
| d)            | Other factors which affect<br>health                 | 4        |   |           | 4             |            | 4         |
| e)            |  |          | The impact of technological<br>developments on consumer<br>goods and services | 4         |               | 4          | 4         |
| <b>Totals</b> |  | <b>8</b> |   | <b>12</b> | <b>12</b>     | <b>8</b>   | <b>20</b> |

Context:

x

Lifestyle and Consumer Technology

Higher Home Economics. Analysis of the 2012 Question Paper

## Question Paper Summary: Mark Allocation

| Question            | Unit title           |                      | Course Skills        |                      | Totals    |
|---------------------|----------------------|----------------------|----------------------|----------------------|-----------|
|                     | Resource Management  | Consumer Studies     | Knowledge            | Evaluation           |           |
| Section A           | 5                    | 15                   | 18                   | 2                    | 20        |
| Section B           |                      |                      |                      |                      |           |
| 1                   | 0                    | 20                   | 12                   | 8                    | 20        |
| 2                   | 11                   | 9                    | 12                   | 8                    | 20        |
| 3                   | 8                    | 12                   | 12                   | 8                    | 20        |
| 4                   | 8                    | 12                   | 12                   | 8                    | 20        |
| <b>Totals</b>       | <b>21-24</b>         | <b>56-59</b>         | <b>54</b>            | <b>26</b>            |           |
| <b>Target Range</b> | <b>20 – 30 marks</b> | <b>50 – 60 marks</b> | <b>50 – 55 marks</b> | <b>25 – 30 marks</b> | <b>80</b> |

[END OF MARKING INSTRUCTIONS]