



# **2015 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

Question	Expected Answer(s)	Max Mark	Additional Guidance
1	<ol style="list-style-type: none"> <li>1. Wage/salary</li> <li>2. (State) Benefits</li> <li>3. Pension</li> <li>4. Share dividend</li> <li>5. Interest on savings</li> <li>6. Investment/shares</li> <li>7. Inheritance</li> <li>8. Winter fuel payment</li> <li>9. Redundancy</li> <li>10. Car boot sale</li> <li>11. On line selling (Ebay)</li> <li>12. Cash for clothes</li> </ol> <p>Any other suitable answer</p> <p><b>1 mark</b> for source of income</p>	1	
2	<ol style="list-style-type: none"> <li>1. (Vitamin )C</li> <li>2. (Vitamin) B (any specific Vitamin B complex acceptable)</li> </ol> <p><b>1 mark</b> for soluble vitamin</p>	1	
3	<ol style="list-style-type: none"> <li>1. Raw eggs/food containing raw eggs</li> <li>2. Pate</li> <li>3. Soft ripened cheeses/unpasteurised cheese (accept example)</li> <li>4. Liver/Liver products/kidney/offal</li> <li>5. Raw/partly cooked meats/raw fish/shellfish</li> <li>6. Unpasteurised milk</li> <li>7. High sugar foods</li> <li>8. High fat foods</li> <li>9. High salt foods</li> <li>10. Spicy foods</li> <li>11. Unwashed dirty fruit/vegetables</li> <li>12. Foods containing alcohol</li> <li>13. Pre-packed salads</li> <li>14. Peanuts/peanut butter</li> <li>15. Soft ice cream (Mr Whippy)</li> <li>16. Sword Fish</li> <li>17. Cold cured meats eg parma ham</li> </ol> <p><b>1 mark</b> for food to avoid</p>	1	

Question			Expected Answer(s)	Max Mark	Additional Guidance
4			<ol style="list-style-type: none"> <li>1. Absorbent</li> <li>2. Crease resistant</li> <li>3. Warmth</li> <li>4. Elastic/stretchy</li> <li>5. Non-flammable</li> <li>6. Weak when wet</li> <li>7. May shrink</li> </ol> <p><b>1 mark</b> for property</p>	1	
5			<ol style="list-style-type: none"> <li>1. Discrimination (test)</li> <li>2. Duo trio (test)</li> <li>3. Paired comparison (test)</li> <li>4. Preference (test)</li> <li>5. Profiling (test)</li> <li>6. Ranking (test)</li> <li>7. Rating (test)</li> <li>8. Taste threshold (test)</li> <li>9. Triangle (test)</li> </ol> <p><b>1 mark</b> for sensory test</p>	1	
6			<ol style="list-style-type: none"> <li>1. <b>British Standards Institution</b></li> </ol>	1	
7			<ol style="list-style-type: none"> <li>1. Must be of a 'satisfactory quality'.</li> <li>2. Must 'fit the description given'</li> <li>3. Must 'be fit for their purpose' (as made known by the seller)</li> <li>4. Consumers have a reasonable time to accept the goods/reject them</li> </ol> <p><b>1 mark</b> for area covered.</p>	1	

Question	Expected Answer(s)	Max Mark	Additional Guidance
8	<ol style="list-style-type: none"> <li>1. Encourages children/elderly to eat breakfast</li> <li>2. Increased incentives for making healthy choices</li> <li>3. Saves parents time/money</li> <li>4. Increased variety of healthier breakfasts available</li> <li>5. Helps to improve the diet of Scottish school children/elderly</li> <li>6. Helps to improve punctuality/reduce lateness</li> <li>7. Helps implement the Scottish dietary targets</li> <li>8. Scottish dietary target, linked to a food choice could benefit children's/elderly' health</li> <li>9. Healthier options may aid concentration/improve behaviour of children</li> <li>10. Water available will help keep the brain hydrated/improves concentration</li> <li>11. Ensures school provides healthy/nutritious meal</li> <li>12. Safe environment before school/reduces bullying/loneliness/social contact</li> <li>13. Contributes towards a nutrient-based national standard for school children</li> <li>14. Creation of a positive health ethos linked to whole child/school</li> <li>15. Pupils involved in consultation process about food/health issues in school</li> <li>16. Eliminating the stigma of free-school meal recipients</li> <li>17. Improved presentation of meals</li> <li>18. Consistent "Healthy Eating", messages via teaching in Home Economics/Canteen provision/health professionals/whole school approach</li> <li>19. Healthier options may reduce incidence of diet related diseases in childhood/later in adult life/obesity/tooth decay/CHD/bowel diseases</li> </ol> <p><b>1 mark</b> for benefit</p>	1	

Question	Expected Answer(s)	Max Mark	Additional Guidance
9	<ol style="list-style-type: none"> <li>1. Keep raw and cooked/processed foods separate</li> <li>2. Place raw and perishable foods in the fridge/store properly, as soon as possible after purchase</li> <li>3. Store raw foods below cooked foods in the fridge</li> <li>4. Use different chopping boards/knives for raw and cooked foods</li> <li>5. If using marinade after being in contact with raw meat/chicken/fish, bring marinade to the boil before serving</li> <li>6. Ensure good personal hygiene when handling food; accept any of the examples below, (tie back long hair, remove jewellery, no nail polish, wash hands thoroughly, cover cuts with a blue plaster, do not cough or sneeze over food, wash hands thoroughly between handling raw and cooked foods)</li> <li>7. Use clean dishcloth to thoroughly clean worktops</li> <li>8. Wash dishcloth thoroughly after use</li> <li>9. Any other correct answer linked to cross contamination in a kitchen</li> </ol> <p><b>2 x 1 mark for each way</b></p>	2	

Question	Expected Answer(s)	Max Mark	Additional Guidance
10	<p><b>(To mum):</b></p> <ol style="list-style-type: none"> <li>1. (Breast milk) is free</li> <li>2. No preparation time is needed/less hassle</li> <li>3. No equipment to sterilise</li> <li>4. (Breast milk) is at the correct temperature</li> <li>5. Possible to feed on demand/quickly if necessary</li> <li>6. Milk cannot be prepared incorrectly</li> <li>7. Breastfeeding helps mum and baby bond</li> <li>8. Breastfeeding may help mum lose weight gained during pregnancy</li> <li>9. Breastfeeding has been linked to lowering the risk of breast/ovarian cancer in mum</li> <li>10. Breastfeeding improves muscle tone in mum's lower abdomen</li> <li>11. Breastfeeding helps mums womb to contract/return to the normal position</li> </ol> <p><b>(To baby):</b></p> <ol style="list-style-type: none"> <li>12. (Breast milk) contains antibodies which helps baby fight infection/prevents allergies/improves immune system</li> <li>13. (Breast milk) contains the correct proportion of nutrients for the growing baby</li> <li>14. Babies who are breastfed have a lower risk of developing asthma</li> <li>15. Breastfed babies have less risk of becoming overweight</li> <li>16. Breastfed babies have less chance of suffering an ear infection</li> <li>17. (Breast milk) provides omega 3 (helping brain development)</li> </ol> <p><b>2 x 1 mark for each benefit.</b></p>	2	

Question		Expected Answer(s)	Max Mark	Additional Guidance
11		<ol style="list-style-type: none"> <li>1. Improves pay/working conditions of workers</li> <li>2. Empowerment of farmers and workers</li> <li>3. Improved quality of food</li> <li>4. Do not cost much more than other products</li> <li>5. Increasing range for consumer to select from</li> <li>6. Produced in an environmentally friendly way/organically</li> <li>7. Improvements to the local community</li> </ol> <p><b>2 x 1 mark for each benefit</b></p>	<b>2</b>	
12		<ol style="list-style-type: none"> <li>1. (Environmental Health Officer) is responsible for enforcing the Food Safety Act 1990</li> <li>2. (Environmental Health Officer) is responsible for inspecting food premises</li> <li>3. (Environmental Health Officer) ensure food premises meet hygiene standards</li> <li>4. (Environmental Health Officer) is responsible for training for food handlers</li> <li>5. (Environmental Health Officer) is responsible for the issue of REHIS</li> <li>6. (Environmental Health Officer) helps control pollution</li> <li>7. (Environmental Health Officer) helps control noise</li> <li>8. (Environmental Health Officer) helps control air quality</li> <li>9. (Environmental Health Officer) helps control pests</li> <li>10. (Environmental Health Officer) is responsible for working closely with the community to inform them concerning issues and actions should they arise</li> <li>11. (Environmental Health Officer) is available to give advice on setting up a food business</li> <li>12. (Environmental Health Officer) is responsible for investigating food poisoning outbreaks</li> </ol> <p><b>2 x 1 mark for each correct responsibility</b></p>	<b>2</b>	

Question	Expected Answer(s)	Max Mark	Additional Guidance
13	<p><b>Protect/Preserve</b></p> <ol style="list-style-type: none"> <li>1. Packaging protects the food from contamination/extends the shelf life</li> <li>2. Packaging makes the food more attractive to the consumer</li> <li>3. Packaging may protect food from damage/prevents food waste</li> <li>4. Packaging makes food easier to transport</li> <li>5. Packaging improves hygiene as food cannot be handled</li> <li>6. Tamper-proof packaging makes food safe</li> <li>7. Packaging may allow the product to be stackable/easier to store in the home</li> </ol> <p><b>Communicate/advertise</b></p> <ol style="list-style-type: none"> <li>8. Packaging will provide the consumer with statutory information (accept an example)</li> <li>9. Packaging may provide the consumer with voluntary information (accept an example)</li> <li>10. Packaging may give serving suggestions</li> <li>11. Packaging may be minimal; offering an eco-friendly option</li> <li>12. Packaging may be recyclable, making it an eco-friendly option</li> <li>13. Packaging may include a celebrity/cartoon character etc to increase appeal</li> <li>14. May entice consumer to buy product</li> </ol> <p><b>2 x 1 mark for each advantage</b></p>	2	

Question	Expected Answer(s)	Max Mark	Additional Guidance
14	<p><b>Advantage of online shopping</b></p> <ol style="list-style-type: none"> <li>1. Saves time</li> <li>2. Can be completed outwith store opening hours/any time day or night</li> <li>3. Can be completed in the comfort of your own home</li> <li>4. Can compare prices from other retailers/ source the cheapest supplier/research brands</li> <li>5. Can offer discounts</li> <li>6. Can be delivered to your home/work</li> <li>7. Delivery time can be arranged to suit the customer</li> <li>8. Secure payment can be used</li> <li>9. Useful for disabled/housebound/people in rural areas who cannot get to the shops</li> <li>10. There are no crowds, queues, traffic, parking or transport costs to contend with</li> <li>11. Certain goods/offers may only be available online</li> </ol> <p><b>Disadvantages of online shopping</b></p> <ol style="list-style-type: none"> <li>1. Delivery charge may be costly</li> <li>2. Delivery may require a signature which may be inconvenient</li> <li>3. Consumers are unable to see/touch to assess the quality of the goods</li> <li>4. The inconvenience of returning goods may be off putting</li> <li>5. Many people are hesitant to use credit/debit cards as a form of payment on websites for fear of fraud</li> <li>6. Internet does not allow human contact</li> <li>7. Items may be out of stock and substitutes may be unsuitable</li> <li>8. Not all homes have internet/computer facility</li> <li>9. Some people-especially the elderly may not have the skills required for a computer to allow online shopping</li> <li>10. Many High Street shops are closing due to online shopping</li> </ol> <p><b>1 x 1 mark</b> for correct advantage  <b>1 x 1 mark</b> for correct disadvantage</p>	2	

**Section B**

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(a)	<p><b>3 x 1 mark for each responsibility</b>  <b>3 x 1 mark for each explanation linked to the parent</b></p> <p>The responsibility must be identified before the mark is awarded for explanation</p> <p>Where the responsibility is incorporated in the explanation this can be credited</p> <p><b>1 Responsibility: (Provide) Love</b></p> <p><b>Explanation</b></p> <p>1. It is the responsibility of a <b>parent</b> to provide a secure/loving background for children <b>so</b> they have a positive self-esteem/ confidence/ happy.</p> <p><b>2 Responsibility: (Provide) shelter/home</b></p> <p><b>Explanation</b></p> <p>1. It is the responsibility of a <b>parent</b> to provide a suitable home for their children <b>so</b> they protect them from harm.</p> <p>2. It is the responsibility of a <b>parent</b> to provide a clean/safe home for their children <b>so</b> they prevent accidents.</p> <p><b>3 Responsibility: (Provide) food</b></p> <p><b>Explanation</b></p> <p>1. It is the responsibility of a <b>parent</b> to provide a good healthy/balanced diet for their children <b>so</b> they can develop physically.</p> <p>2. It is the responsibility of a <b>parent</b> to provide food for their children <b>so</b> they can grow and be healthy.</p> <p><b>4 Responsibility: (Provide) clothing</b></p> <p><b>Explanation</b></p> <p>1. It is the responsibility of a <b>parent</b> to provide suitable clothing for their children <b>so</b> keep them comfortable/respectable.</p> <p>2. It is the responsibility of a <b>parent</b> to provide clothes for their children <b>so</b> they are protected from the weather/harm/danger.</p>	<b>6 KU</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(a)	<p>(cont)</p> <p><b>5 Responsibility: Education</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. It is the responsibility of a <b>parent</b> to ensure their child is in education until they are 16 <b>so</b> they have basic skills/can gain employment/ access Further/Higher education.</li> <li>2. It is the responsibility of a <b>parent</b> to teach their children right from wrong <b>so</b> they fit in with society.</li> <li>3. It is the responsibility of a <b>parent</b> to teach their children the rules of the society we live in <b>so</b> they are law abiding/conform to social expectations.</li> <li>4. It is the responsibility of a <b>parent</b> to help in the development of basic skills <b>so</b> supporting learning in school.</li> <li>5. It is the responsibility of a <b>parent</b> to ensure they maintain good health <b>so</b> they are physically/mentally well.</li> <li>6. It is the responsibility of a <b>parent</b> to ensure they have good personal hygiene <b>so</b> they are accepted/not bullied by their peers.</li> </ol> <p><b>6 Responsibility: Emotional Development/Care and Mutual Support</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. It is the responsibility of a <b>parent</b> to show love and affection <b>therefore</b> this will ensure good emotional development.</li> <li>2. It is the responsibility of a <b>parent</b> to ensure others who have contact with their child show love and affection <b>therefore</b> to ensure good emotional development.</li> <li>3. It is the responsibility of a <b>parent</b> to ensure a sense of belonging <b>therefore</b> ensuring good emotional development.</li> <li>4. It is the responsibility of a <b>parent</b> to ensure the child has a sense of achievement and satisfaction <b>so</b> they can develop well emotionally.</li> <li>5. It is the responsibility of a <b>parent</b> to encourage their child to be independent <b>so</b> the child can make their own decisions to ensure good emotional development.</li> <li>6. It is the responsibility of a <b>parent</b> to ensure a stable environment <b>so</b> the child has happy/ positive/self-esteem.</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(a)	<p>(cont)</p> <p><b>7 Responsibility: Socialisation/discipline</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. It is the responsibility of a <b>parent</b> to help their child by giving them the opportunities to mix socially with family/friends relatives <b>so</b> they can behave as expected.</li> <li>2. It is the responsibility of a <b>parent</b> to allow their child to mix socially and safely with strangers <b>so</b> they are safe.</li> <li>3. It is the responsibility of a <b>parent</b> to help their child by making them aware of the possible danger from strangers <b>so</b> they do not come to harm.</li> <li>4. It is the responsibility of a <b>parent</b> to allow their child to mix with other children <b>so</b> they develop friendships.</li> <li>5. It is the responsibility of a parent to pass on their culture to their child <b>so</b> they are comfortable with it/respect diversity.</li> <li>6. It is the responsibility of a <b>parent</b> to ensure discipline <b>so</b> they encourage good behaviour from their child in a social setting.</li> <li>7. It is the responsibility of a <b>parent</b> to show disapproval of antisocial behaviour <b>so</b> they know how to behave appropriately.</li> </ol> <p><b>8 Responsibility: Safe environment/protection</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. It is the responsibility of a <b>parent</b> to ensure their home is as safe as possible <b>so</b> they ensure their children are in a safe environment.</li> <li>2. It is the responsibility of a <b>parent</b> to ensure toys are appropriate for the age of the child <b>so</b> they ensure a safe environment.</li> <li>3. It is the responsibility of a <b>parent</b> to ensure cleanliness of the home/equipment/toys <b>so</b> they ensure a safe environment.</li> <li>4. It is the responsibility of a <b>parent</b> to ensure a safe environment by never leaving their child unattended <b>so</b> they prevent accidents.</li> <li>5. It is the responsibility of a <b>parent</b> to ensure the child is safe on-line <b>so</b> ensure parental settings are in place (or any other possible answer).</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(a)	<p>(cont)</p> <p><b>9 Responsibility: Financial/economics support</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. It is the responsibility of a <b>parent</b> to ensure they can afford to provide for their child <b>so</b> the child can develop properly/be safe.</li> <li>2. It is the responsibility of a <b>parent</b> to manage their income so they ensure sufficient money to pay for items the child requires.</li> </ol> <p><b>10 Responsibility: Allow opportunity for child's intellectual/skill development/education</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. It is the responsibility of a <b>parent</b> to provide appropriate situations <b>so</b> they encourage a child's intellectual/skill development.</li> </ol> <p><b>11 Responsibility: Ensure health/physical wellbeing</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. It is the responsibility of a <b>parent</b> to ensure correct medication/medical treatment when required <b>so</b> they ensure the health of a child.</li> <li>2. It is the responsibility of a <b>parent</b> to encourage physical activity <b>so</b> they allow for the healthy development of a child.</li> <li>3. It is the responsibility of a <b>parent</b> to encourage a healthy and varied diet <b>so</b> they allow for the health and wellbeing of a child.</li> <li>4. It is the responsibility of a <b>parent</b> to encourage/ensure children are in bed at an appropriate time <b>so</b> they get sufficient sleep.</li> <li>5. It is the responsibility of a <b>parent</b> to take their child for immunisations <b>so</b> preventing diseases/ill health.</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
1	(b)	<table border="1"> <tr> <td><b>Fact</b></td> <td>Linked to the way of managing debt</td> </tr> <tr> <td><b>Opinion</b></td> <td>Good or bad</td> </tr> <tr> <td><b>Consequence</b></td> <td>Of the fact linked to the family</td> </tr> </table> <p><b>4 x 1 mark</b> for <b>each</b> point of evaluation which must make reference to the <b>family</b></p> <p><b>Minimum of one</b> mark from each way</p> <p><b>(i) Personal loan</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. A personal loan can be repaid over a long period of time which is <b>good therefore</b> the <b>family</b> can have lower repayments.</p> <p><b>P</b> 2. A person loan has a set monthly repayment, this is <b>good as</b> the <b>family</b> know what they need to budget for.</p> <p><b>P</b> 3. A personal loan would be from a bank/ building society, this is <b>good as</b> the <b>family</b> know it is a reputable source.</p> <p><b>P</b> 4. It may be easier to get a personal/car loan with your own bank, this is <b>good as</b> they know the <b>family's</b> financial history/give preferential rates/be more willing to approve loan.</p> <p><b>P</b> 5. A personal loan can be organised online/by telephone, this is <b>good as</b> the <b>family</b> will not have to go to the bank/can contact different providers.</p> <p><b>P</b> 6. There are comparison sites/websites where you can compare personal loan providers, this is <b>good as</b> the <b>family</b> can look for the best interest rates.</p>	<b>Fact</b>	Linked to the way of managing debt	<b>Opinion</b>	Good or bad	<b>Consequence</b>	Of the fact linked to the family	4 EV	
<b>Fact</b>	Linked to the way of managing debt									
<b>Opinion</b>	Good or bad									
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Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(b)	<p>(cont)</p> <p><b>Negative</b></p> <p><b>N</b> 1. The <b>family</b> may not manage to make the payments which is <b>bad as</b> they will have a poor credit rating/become stressed.</p> <p><b>N</b> 2. The personal loan may have a high interest rate, this is <b>bad as</b> the <b>family</b> will be paying an increased amount back.</p> <p><b>N</b> 3. Applying for a personal loan can affect your credit rating, this is <b>bad as</b> the <b>family's</b> credit rating will become worse making a loan more difficult to get.</p> <p><b>N</b> 4. The personal loan may not reduce the family outgoings; this is <b>bad as</b> the <b>family</b> are not clearing their debt.</p> <p><b>N</b> 5. The family member applying for the loan may have a poor credit rating; this is <b>bad as</b> this may mean that the <b>family</b> will be unable to source a loan.</p> <p><b>N</b> 6. A personal loan may be used to pay off other debts; this is <b>bad as</b> this may result in further debt.</p> <p>(ii) <b>Borrow from a friend</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. A friend will/may not charge interest which is <b>good therefore</b> the <b>family</b> can clear debt more quickly.</p> <p><b>P</b> 2. The <b>family</b> will be able to be more flexible in their payments, which is <b>good therefore</b> reduce their debt in a less formal way.</p> <p><b>Negative</b></p> <p><b>N</b> 1. If the <b>family</b> cannot pay back (on time) this can be <b>bad and therefore</b> can lead to embarrassment and stress.</p> <p><b>N</b> 2. The <b>family</b> may not be able to make the repayments, this is <b>bad as</b> breakdown in the relationship between family members.</p> <p><b>N</b> 3. There may be pressure to pay off the debt more quickly, this is <b>bad as</b> it could cause stress within the <b>family</b>.</p> <p><b>N</b> 4. Borrowing from a friend is adding extra repayments, this is <b>bad as</b> the <b>family</b> are not clearing their debt.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p><b>3 x 1 mark</b> for <b>each</b> factor  <b>3 x 1 mark</b> for <b>each</b> explanation linked to the <b>child's school clothing</b></p> <p>The factor must be identified before the mark is awarded for the explanation</p> <p>Where the factor is incorporated in the explanation this can be credited</p> <p><b>1 Factor: Cost/money/budget</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Cost must be considered to ensure <b>child's school clothing so</b> it is affordable to all/ within budget.</li> <li>2. Cheaper <b>school clothing for children</b> can be purchased in supermarkets <b>so</b> saving the parents money.</li> <li>3. A <b>child's school clothing</b> grants may restrict choice of retail outlet <b>so</b> limiting choice/ability to buy.</li> <li>4. Special promotions on <b>child's school clothing</b> by some retail outlets may reduce cost of school clothing <b>so</b> saving money.</li> <li>5. <b>Child's school clothing</b> can be passed down to younger family members <b>so</b> will save money.</li> <li>6. Salaries/wages of the parents will influence what is available to spend on <b>child's school clothing/quality</b> of the school clothing <b>so</b> choice may be affected.</li> <li>7. Unemployment may mean there is less money available to spend on <b>child's school clothing so</b> limiting choice/quality.</li> <li>8. The money available will influence/restrict whether the <b>child's school clothing</b> is selected from designer ranges <b>so</b> affecting choice.</li> <li>9. A <b>child's school clothing/uniform</b> may include a blazer <b>which</b> could increase cost.</li> <li>10. As a <b>child</b> is growing <b>school clothing</b> may need to be replaced <b>therefore</b> it could be costly.</li> </ol>	6 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>(cont)</p> <p><b>2 Factor: Ease of Care</b></p> <p><b>Explanation</b></p> <p>1. The <b>school clothing</b> for the child should be easy to care for/wash/dry/laundry easily <b>as</b> this will save time/be ready to wear the next day.</p> <p><b>3 Factor: Peer pressure</b></p> <p><b>Explanation</b></p> <p>1. <b>Children</b> may choose to wear <b>school clothing</b> to help them blend in/be part of a group in school <b>so</b> influencing what they buy/where they shop.</p> <p>2. A <b>child's school clothing</b> must be acceptable to the peer group to prevent bullying <b>so</b> choice may be made to meet peer pressure.</p> <p>3. <b>Pupils</b> may feel pressure to purchase their <b>school clothing</b> from specific retail outlets <b>so</b> limiting choice/increasing cost.</p> <p>4. <b>Pupils</b> make similar choices for <b>school clothing</b> to their friends <b>so</b> affecting choice/cost/availability.</p> <p>5. <b>School pupils</b> do not like to look different to their peers <b>so</b> may choose <b>school clothing</b> which conforms.</p> <p><b>4 Factor: Beliefs/culture/religious influences</b></p> <p><b>Explanation</b></p> <p>1. A <b>child</b> may hold strong beliefs which may affect the choice of <b>school clothing</b> worn <b>so</b> meeting religious/cultural needs.</p> <p>2. Muslim <b>girls</b> may choose to wear special headscarf/burka as part of their <b>school clothing so</b> they meet their religious beliefs.</p> <p>3. <b>Children</b> who are vegans may not wear <b>school clothing</b> which is made from products coming from animals (wool, leather etc) <b>as</b> it does not meet their moral beliefs.</p> <p>4. <b>Children/families</b> with a strong interest in environmental issues may choose <b>school clothing</b> with a reduced carbon footprint <b>so</b> contributing to lower carbon emissions/reduce pollution.</p> <p>5. Muslim <b>girls</b> may choose to wear/not wear trousers <b>as</b> part of their <b>school uniform as</b> it does not meet cultural/religious beliefs.</p> <p>6. Sikh <b>children</b> may have long hair and wear a turban as part of their <b>school clothing so</b> they meet religious beliefs.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>(cont)</p> <p><b>5 Factor: Durability/quality</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Children's school clothing</b> is expected to last a long time <b>so</b> it must be strong/long lasting.</li> <li><b>Children's school clothing</b> should be durable to last the school year <b>so</b> it low cost/ value for money/will not need to replace.</li> </ol> <p><b>6 Factor: Warmth</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>To ensure comfort, the <b>child's school clothing</b> must be warm in winter <b>so</b> they do not feel cold travelling to/playing at school.</li> <li>The <b>child's school clothing</b> should have layers that can be removed if the school/ classroom gets warmer <b>so</b> ensuring comfort.</li> </ol> <p><b>7 Factor: Comfort</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>School clothing</b> must be comfortable to wear <b>so</b> as not to hinder the learning experiences of the <b>child</b>.</li> </ol> <p><b>8 Factor: Strength</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>School clothing</b> for primary <b>children</b> must be particularly strong <b>as</b> these children tend to be more active during playtime.</li> <li><b>Children's school clothing</b> must be strong <b>as</b> when purchased it may need to last the whole school year.</li> <li><b>Children's school clothing</b> must be strong <b>as</b> it will be worn/washed frequently.</li> </ol> <p><b>9 Factor: Stretch</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>School clothing</b> should stretch <b>so</b> it allows comfort during the <b>child's</b> movement/prevent tearing during activity.</li> <li>The appearance of <b>children's school clothing</b> which contains elastomeric fibres (Lycra) will be less creased <b>so</b> maintaining a good appearance.</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>(cont)</p> <p><b>10 Factor: Uniform/school rules/school colours</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li><b>Schools</b> with a designated uniform would affect the choice of the <b>child's clothing as</b> they have to conform to the dress code.</li> <li><b>Schools</b> usually have a designated colour scheme which must be kept to for the <b>child's school clothing as</b> they have to conform to the dress code.</li> </ol> <p><b>11 Factor: Crease resistant</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>Crease resistance will ensure the <b>child's school clothing</b> does not lose shape/ remains smart/less care/less ironing <b>as</b> it is worn over many days.</li> </ol> <p><b>12 Factor: Access to shops/locale</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>Geographical location (urban or rural) will affect the range of shopping opportunities for the availability of <b>school clothing so</b> they may find it easy/hard to buy the uniform.</li> <li>There may be a wide range of shops to choose <b>children's school clothing</b> if living in an urban area <b>so</b> making purchasing easy.</li> <li>If living in a rural location the range of shops to purchase <b>school clothing</b> may be limited <b>so</b> making the purchasing difficult.</li> <li>Higher income may enable parent to be able to travel to shops out with local area to get better choice/take advantage of special offers on their <b>child's school clothing so</b> making purchasing easier.</li> <li>May need to make use of catalogues/ telephone/internet/postal shopping opportunities to extend available range of <b>child's school clothing</b> if living in a rural location <b>as</b> getting to shops is not possible/ difficult.</li> <li>Rural location may involve travelling to large town/city with young <b>children</b> to purchase <b>school clothing</b> this could be inconvenient <b>as</b> they may not be able to afford it/access transport.</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>(cont)</p> <p><b>13 Factor: Online shopping</b></p> <p><b>Explanation</b></p> <p>1. Consumers may choose to purchase the <b>children’s school clothing</b> from an online retailer <b>as</b> this may give a better choice/save time/ better access due to geographical location.</p> <p><b>14 Factor: Gender</b></p> <p><b>Explanation</b></p> <p>1. Type/style/colour/fashion and aesthetic qualities will influence the choice of <b>school clothing as</b> it should be appropriate for the gender of the <b>child</b>.</p> <p><b>15 Factor: Season/climate/weather</b></p> <p><b>Explanation</b></p> <p>1. The time of year influences choice of a <b>child’s school clothing</b> as they will need to wear clothes appropriate to the weather conditions <b>so</b> they will be warm/cool comfortable.</p> <p>2. <b>Children’s school clothing</b> should provide warmth <b>so</b> it will be suitable for winter wear.</p> <p>3. <b>Children’s school clothing</b> in winter will require warm outer clothing <b>so</b> they are not cold on their way to school/breaks/lunch/ outdoors.</p> <p>4. If the school is on a ‘split site’ warm <b>children’s school clothing</b> will be required <b>as</b> they will be travelling between buildings.</p> <p>5. <b>Children’s school clothing</b> should allow layers to be removed/cool items chosen for summer wear/in hot classrooms <b>so</b> they can work comfortably.</p> <p><b>16 Factor: Personal preference/family influences /individuality/likes and dislikes</b></p> <p><b>Explanation</b></p> <p>1. Parents own preference of colours/style may influence choice of <b>school clothing for younger/primary children so</b> affecting choice/where purchased/cost.</p> <p>2. <b>Children</b> (particularly older children) may not like the <b>school clothes so</b> they may not want to wear it.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>(cont)</p> <p><b>17 Factor: Technological advances</b></p> <p><b>Explanation</b></p> <p>1. Technological developments in relation to textiles may affect choice of <b>children's school clothes</b> as new fabrics/finishes have been created giving garments a whole new range of properties <b>so</b> making them easy care. (eg reducing creasing/ease of laundering/stretch/elasticity/breathability etc).</p> <p><b>18 Factor: Fashion/style/current trends/media/advertising</b></p> <p><b>Explanation</b></p> <p>1. <b>School pupils</b> may choose to interpret their school <b>clothing</b> based on current fashion trends <b>so</b> influencing choice/where clothes are purchased/cost.</p> <p>2. <b>School pupils</b> choose to wear the brands for <b>school clothing</b> which are currently popular/fashionable <b>so</b> they need to purchase in certain stores.</p> <p><b>19 Factor: Fabric finish</b></p> <p><b>Explanation</b></p> <p>1. Some <b>children's school clothing</b> can be purchased which have a stain resistant/ Teflon coating applied <b>as</b> it makes them retain their appearance better.</p> <p>2. Some <b>children's school clothing</b> can be purchased which have a crease resistant finish <b>as</b> this improves appearance/can make it easier to iron.</p> <p>3. Some <b>children's school clothing</b> can be purchased which have a non-iron finish <b>as</b> this makes it easier to launder/saves time ironing.</p> <p>4. Some <b>children's school clothing</b> can be purchased which have a flame resistant finish <b>as</b> this makes it safer for the pupil to wear.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>(cont)</p> <p><b>20 Factor: Fabric properties</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Wool may be chosen for <b>children's school clothing</b>/blazers/jackets for winter <b>as</b> it will be warm.</li> <li>2. Or any comment which correctly links the property of fabric/fibre to its use in <b>children's school clothing</b>.</li> </ol> <p><b>21 Factor: Age of child</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. The age group of <b>child</b> may dictate the style/type of <b>school clothing</b> that is worn <b>as</b> there may be school expectations.</li> <li>2. Senior <b>pupils</b>/prefects at secondary school may have a senior <b>school uniform/clothing so</b> adding additional cost/expectations.</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
1	(d)	<table border="1"> <tr> <td><b>Fact</b></td> <td>Linked to divorce/disability of a family member</td> </tr> <tr> <td><b>Opinion</b></td> <td>Good or bad</td> </tr> <tr> <td><b>Consequence</b></td> <td>Of the fact linked to the family</td> </tr> </table> <p><b>4 x 1 mark</b> for <b>each</b> point of evaluation of the affect which must make reference to the <b>family</b>. Minimum of <b>1 mark</b> from <b>each</b> way</p> <p><b>Divorce</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. Divorce may prevent/reduce arguments which can stress/upset children in a <b>family</b> therefore this will be <b>good as</b> it prevents further stress/suffering of the children.</p> <p><b>P</b> 2. Divorce is more common which has led to an increase in single parent <b>families</b> therefore this will be <b>good as</b> family members may not have a different lifestyle/feel alone/ stigmatised.</p> <p><b>P</b> 3. Divorce may increase the advice available/financial support to a <b>family</b> therefore this will be <b>good</b> for single parents <b>as</b> they find it easier to cope financially/with aid of benefits.</p> <p><b>P</b> 4. Divorce has increased the number of agencies available to support a <b>family</b> therefore this will be <b>good</b> for single parents <b>as</b> they can get advice/help to maintain their lifestyle.</p> <p><b>Negative</b></p> <p><b>N</b> 1. Divorce can cause emotional upset for the whole <b>family</b> which is <b>bad</b> as many changes take place and family members may feel insecure/unloved.</p> <p><b>N</b> 2. Divorce may result in considerable loss of income which is <b>bad as</b> this can result in financial hardship on the <b>family</b> lifestyle/ dependency/on state benefits/stigma of state benefits.</p>	<b>Fact</b>	Linked to divorce/disability of a family member	<b>Opinion</b>	Good or bad	<b>Consequence</b>	Of the fact linked to the family	4 EV	
<b>Fact</b>	Linked to divorce/disability of a family member									
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Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(d)	<p>(cont)</p> <p><b>N</b> 3. Divorce may result in a lower household income so this may have a <b>bad</b> effect on the <b>family as</b> there will be less money available for essential/non-essential purchases.</p> <p><b>N</b> 4. Divorce often results in extended <b>families</b> being broken which is <b>bad as</b> this can have a negative effect on the children as they may have less access to grandparents.</p> <p><b>N</b> 5. Divorce can mean that children live between two homes (parents) which is <b>bad as</b> this can have a negative effect/ stressful for parents/ child/the <b>family as</b> this can be disruptive.</p> <p><b>N</b> 6. Divorce may result in children/<b>family</b> moving home which is <b>bad as</b> they may lose contact with their neighbours/friends/support network.</p> <p><b>N</b> 7. Divorce may result in sibling separation which is <b>bad as</b> they will be more emotionally distant from their brother/sister/<b>family</b> members.</p> <p><b>N</b> 8. Divorce may result in a change in school/ education provision which is <b>bad as children</b> have to re-establish themselves with new peers/friends/teachers.</p> <p><b>N</b> 9. Divorce may result in losing <b>family</b> friends when they move home which is <b>bad as</b> children find it difficult to make new friends.</p> <p><b>N</b> 10. Divorce may result in <b>children/family</b> being stigmatised which is <b>bad as</b> they may be isolated from their peer/potential friends.</p> <p><b>N</b> 11. Divorce may result in a breakdown in the relationship with the other <b>parent</b> which is <b>bad as</b> children may find it more difficult to develop that relationship.</p> <p>Accept specific example/evaluative judgement of the impact divorce has on the way a family lives.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(d)	<p>(cont)</p> <p><b>Disability of a family member</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. Where a <b>family</b> member is disabled children may become more empathetic, this is <b>good as</b> it may make them become caring people when they/as they grow up.</p> <p><b>P</b> 2. Where a <b>family</b> member has become disabled they may still be able to help, this is <b>good</b> for the <b>family as</b> they may be able to support in the upkeep of the home/childcare/ cooking.</p> <p><b>P</b> 3. If a family member becomes disabled the <b>family</b> may need to learn new skills, this is <b>good as</b> it develops understanding/caring.</p> <p><b>Negative</b></p> <p><b>N</b> 1. When a member of the <b>family</b> becomes disabled, this may affect where a family chooses to live, this is <b>bad</b> for the <b>family as</b> it may result in relocation/a house move.</p> <p><b>N</b> 2. A house may need to be adapted to suit the needs of the disabled family member this is <b>bad as</b> the <b>family</b> may have to organise/ pay for special equipment to be installed/ therefore changing the home environment/ causing resentment.</p> <p><b>N</b> 3. Some <b>family</b> members may have to move/ share a bedroom which could be <b>bad as</b> they may not want to share a room/move therefore they may resent the disabled family member.</p> <p><b>N</b> 4. The <b>family</b> may have to change their activities/social life to suit the disabled family member's needs which could be <b>bad as</b> it could cause stress/loss of leisure time.</p> <p><b>N</b> 5. Following the disability of a family member, a member of the <b>family</b> may have to stay at home and care for them this could be <b>bad as</b> there may be a reduced income into the home/affect choices of goods and services/ activities/holidays etc.</p> <p><b>N</b> 6. Disability may cause the <b>family</b> stress which is <b>bad as</b> it may lead to mental health issues</p> <p>Accept specific example/evaluative judgement of the impact a disabled family member has on the way a family lives.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
2	(a)	<table border="1"> <tr> <td><b>Fact</b></td> <td>Function of nutrient</td> </tr> <tr> <td><b>Opinion</b></td> <td>High/low <b>and</b> good/bad</td> </tr> <tr> <td><b>Consequence</b></td> <td>Consequence of the fact for an <b>overweight teenage boy</b></td> </tr> </table> <p><b>5 x 1 mark</b> for <b>each</b> detailed point of evaluation for this <b>overweight teenage boy</b>.</p> <p><b>Energy (Higher)</b></p> <p><b>Negative</b></p> <p><b>N</b> 1. The day's energy intake for the <b>overweight teenage boy</b> is <b>high</b> which is <b>bad</b> as excess energy is not used up it will be converted to fat <b>which</b> would add to his overweight state/ cause obesity.</p> <p><b>N</b> 2. They day's energy intake for the <b>overweight teenage boy</b> is <b>high</b> which is <b>bad</b> as excess energy will be stored as fat however if the <b>overweight teenage boy</b> is very active this could result in him using up the excess energy <b>which</b> would avoid any further weight gain/ obesity.</p> <p><b>N</b> 3. The day's energy intake for the <b>overweight teenage boy</b> is <b>high</b> which is <b>bad</b> as excess energy will be stored as fat which may put a strain on the muscles/joints/heart <b>so</b> restricting activity.</p>	<b>Fact</b>	Function of nutrient	<b>Opinion</b>	High/low <b>and</b> good/bad	<b>Consequence</b>	Consequence of the fact for an <b>overweight teenage boy</b>	5 EV	
<b>Fact</b>	Function of nutrient									
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<b>Consequence</b>	Consequence of the fact for an <b>overweight teenage boy</b>									
		<p><b>Protein (Lower)</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. The protein intake for the <b>overweight teenage boy</b> is <b>low</b> this is <b>good</b> as excess protein will not be stored as fat <b>so</b> this will not add to his overweight state/cause obesity.</p> <p><b>Negative</b></p> <p><b>N</b> 1. The protein intake for the <b>overweight teenage boy</b> is <b>low</b> this is <b>bad</b> as protein is required for growth, repair and maintenance <b>so</b> the teenage boy may not grow/develop properly.</p> <p><b>N</b> 2. The protein intake for the <b>overweight teenage boy</b> is <b>low</b> this is <b>bad</b> as protein is required for growth, repair and maintenance of the body and may cause problems with body repair/ recovery from illness.</p>								

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(a)	<p>(cont)</p> <p><b>Calcium(Higher)</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. The calcium intake for the <b>overweight teenage boy is high</b> this is <b>good</b> as calcium is required for strong bones <b>so</b> this will prevent poor bone formation/rickets/ osteoporosis in later life.</p> <p><b>P</b> 2. The calcium intake for the <b>overweight teenage boy is high</b> this is <b>good</b> as calcium is required for strong teeth, <b>therefore</b> the teenager should have good teeth formation.</p> <p><b>P</b> 3. The calcium intake for the <b>overweight teenage boy is high</b> this is <b>good</b> as calcium is required for the maintenance of strong bones <b>so</b> osteoporosis/osteomalacia/brittle bones is less likely in later life.</p> <p><b>P</b> 4. The calcium intake for the <b>overweight teenage boy is high</b> this is <b>good</b> as calcium is required for the correct functioning of muscle/nerve <b>so</b> this will ensure good muscle/ nerve activity.</p> <p><b>Iron (Lower)</b></p> <p><b>Negative</b></p> <p><b>N</b> 1. The iron intake for the <b>overweight teenage boy is low</b>, this is <b>bad</b> as iron is required for the production of red blood cells/ haemoglobin/ transports of oxygen, <b>therefore</b> the teenage boy could become tired/anaemic.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(a)	<p>(cont)</p> <p><b>Vitamin A (lower)</b></p> <p><b>Negative</b></p> <p><b>N</b> 1. The vitamin A intake for the <b>overweight teenage boy</b> is <b>low</b> this is <b>bad</b> as vitamin A is required for the manufacture of visual purple <b>so</b> the teenager may suffer from night blindness.</p> <p><b>N</b> 2. The vitamin A intake for the <b>overweight teenage boy</b> is <b>low</b> this is <b>bad</b> as vitamin A keeps mucus membranes moist so he could suffer from dryness of the eyes/infection in lining of the throat or nose.</p> <p><b>N</b> 3. The vitamin A intake for the <b>overweight teenage boy</b> is <b>low</b> this is <b>bad</b> as vitamin A is one of the antioxidant vitamins <b>so</b> he could be more at risk of cancer/CHD in later life.</p> <p><b>N</b> 4. The vitamin A intake for the <b>overweight teenage boy</b> is <b>low</b> this is <b>bad</b> as vitamin A is required for mucus secretion <b>which</b> would help to prevent infection in eyes/lungs/throat/digestive tract.</p> <p><b>N</b> 5. The vitamin A intake for the <b>overweight teenage boy</b> is low this is <b>bad</b> as vitamin A is required for essential growth in children <b>so</b> if this low intake is repeated over a period of time his growth may be restricted.</p> <p><b>N</b> 6. The vitamin A intake for the <b>overweight teenage boy</b> is <b>low</b> this is <b>bad</b> as vitamin A may be linked to improving brain function <b>so</b> if this low intake is repeated over a period of time his brain function may be restricted.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(a)	<p>(cont)</p> <p><b>Sodium (Higher)</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. The sodium intake for the <b>overweight teenage boy</b> is <b>high</b> this may be <b>good</b> as sodium is needed for correct muscle and nerve activity <b>so</b> a lack of sodium can lead to muscle cramps.</p> <p><b>Negative</b></p> <p><b>N</b> 1. The sodium intake for the <b>overweight teenage boy</b> is <b>high</b> this is <b>bad</b> as excess sodium can raise blood pressure so the teenage boy may be at risk of high blood pressure and <b>so</b> could result in damage to the arteries/increase of CHD in later life.</p> <p><b>N</b> 2. The sodium intake for the <b>overweight teenage boy</b> is <b>high</b> this is <b>bad</b> as kidneys cannot excrete excess sodium <b>so</b> this can lead to kidney problems in the teenager.</p> <p><b>N</b> 3. The sodium intake for the <b>overweight teenage boy</b> is <b>high</b> this is <b>bad</b> as too much sodium can lead to hardening of the arteries <b>which</b> can lead to CHD/strokes in later life.</p> <p><b>N</b> 4. The sodium intake for the <b>overweight teenage boy</b> is <b>high</b> this is <b>bad</b> as this can lead to extraction of calcium from the bones <b>which</b> can cause weakening of the bones/teeth/osteoporosis in later life.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(a)	<p>(cont)</p> <p><b>NSP (Lower)</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. The NSP intake for the <b>overweight teenage boy</b> is <b>low</b> this is <b>good</b> as excess NSP can hinder calcium absorption <b>which</b> could cause osteoporosis in later life.</p> <p><b>P</b> 2. The NSP intake for the <b>overweight teenage boy</b> is <b>low</b> this is <b>good</b> as excess NSP can hinder iron absorption <b>which</b> could lead to anaemia/tiredness/weakness.</p> <p><b>Negative</b></p> <p><b>N</b> 1. The NSP intake for the <b>overweight teenage boy</b> is <b>low</b> this is <b>bad</b> as NSP is required to eliminate waste products <b>so</b> this would increase his risk of bowel disease/constipation/diverticulitis.</p> <p><b>N</b> 2. The NSP intake for the <b>overweight teenage boy</b> is <b>low</b> this is <b>bad</b> as NSP could reduce absorption of LDL's <b>so</b> increase his risk of heart disease.</p> <p><b>N</b> 3. The NSP intake for the <b>overweight teenage boy</b> is <b>low</b> this is <b>bad</b> as if he is a diabetic NSP helps control blood sugar levels <b>so</b> this low intake could cause side effects linked to diabetes.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p><b>3 x 1 mark</b> for <b>each</b> correctly identified factor.  <b>3 x 1 mark</b> for <b>each</b> explanation of the factor linked to health of a <b>teenager</b>.</p> <p>Factor has to be identified before mark is awarded for explanation.  Where the factor is incorporated in the explanation, this can be credited.</p> <p><b>1 Factor: Alcohol intake</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Alcohol intake can cause damage to liver/ stomach/internal organs <b>so</b> resulting in poor health/absorption of nutrients for the <b>teenager</b>.</li> <li>2. Alcohol intake can result in obesity/high blood pressure for the <b>teenager</b> as it is high in calories.</li> <li>3. Alcohol suppresses the part of the brain that controls judgement resulting in a loss of inhibitions for the <b>teenager which</b> may link to drugs/pregnancy.</li> <li>4. Alcohol affects physical coordination <b>so the teenager may</b> suffer from blurred vision/ slurred speech/and loss of balance.</li> <li>5. Drinking large amounts of alcohol at one time/ binge drinking <b>can</b> lead to unconsciousness/ coma/even death for the <b>teenager</b>.</li> <li>6. Alcohol impairs judgement <b>so</b> can result in fatal road accidents/assaults/incidents of violence involving the <b>teenager</b>.</li> <li>7. <b>Teenage</b> girls who drink heavily during pregnancy are <b>therefore</b> at risk of having babies with a condition called foetal alcohol syndrome.</li> <li>8. Alcohol ultimately increases anxiety <b>which</b> could cause depression in <b>teenagers</b>.</li> <li>9. Alcohol intake can cause problems with sleeping <b>so</b> cause mood swings/violence/suicide in <b>teenagers</b>.</li> <li>10. Alcohol intake in excess may result in a hangover <b>which</b> may affect the work/education of the <b>teenager</b>.</li> </ol>	6 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>(cont)</p> <p><b>2 Factor: Smoking</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Smoking dehydrates the body which causes the blood to thicken, <b>so</b> damaging the heart of the <b>teenager</b>.</li> <li>2. Smoking accelerates the hardening/narrowing of arteries <b>so</b> increases the tendency of the blood to clot/risk of heart disease for the <b>teenagers</b>.</li> <li>3. Smoking narrows arteries <b>so</b> restricts the blood flow to the heart/increases pulse rate/blood pressure of the <b>teenager</b>.</li> <li>4. Smoking cuts down the oxygen in the blood <b>so</b> the heart has to work harder/cause heart disease for the <b>teenager</b>.</li> <li>5. Smoking increases the number of free radicals in the body <b>which</b> increases the chance of cancers for the <b>teenager</b>.</li> <li>6. Smoking damages cells and tissues in the throat/lungs <b>which</b> can lead to respiratory disease/lung cancer in later life for the <b>teenager</b>.</li> </ol> <p><b>3 Factor: Misuse of substances</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Misusing substances/aerosols/cough bottles can have a detrimental effect on health <b>so</b> causing long term damage to organs or even death for the <b>teenager</b>.</li> </ol> <p><b>4 Factor : Lifestyle/Leisure/Hobbies</b></p> <ol style="list-style-type: none"> <li>1. Activities can be relaxing <b>so</b> reduce stress levels of the <b>teenager</b>.</li> <li>2. Activities which encourage social interaction with others reduce isolation for the <b>teenager which</b> can reduce the risk of depression.</li> <li>3. Taking plenty of fresh air is beneficial <b>so</b> promotes general well-being/improved sleep for the <b>teenager</b>.</li> <li>4. Fresh air provides the body with a good supply of oxygen <b>so</b> improves circulation/feel good factor for the <b>teenager</b>.</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>(cont)</p> <p><b>5 Factor: Prescribed/Un-prescribed drugs</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Drugs can be addictive <b>so</b> encourage physical/psychological drug dependence in <b>teenagers</b>.</li> <li>2. Drugs can cause kidney/heart/lung problems <b>so</b> can cause long term damage to health of <b>teenager</b>.</li> <li>3. Misusing prescribed drugs can have a detrimental effect on health <b>so</b> causing long-term damage to organs/death of <b>teenager</b>.</li> <li>4. Prescribed drugs can have a positive effect on health <b>as</b> medication reduces symptoms of illness for <b>teenager</b>.</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>(cont)</p> <p><b>6 Factor: Exercise</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Exercise helps you feel better about yourself <b>so</b> you can reduce stress levels/reduce depression in <b>teenagers</b>.</li> <li>2. Exercise can build muscle fibres naturally/ become stronger <b>so</b> develops bigger muscles for the <b>teenager</b>.</li> <li>3. Exercise can tone muscles in the <b>teenager</b> <b>which</b> improves body shape/appearance.</li> <li>4. Exercise makes more oxygen go round your body/blood will flow quicker which promotes good circulation <b>so teenager</b> will feel good.</li> <li>5. Exercise encourages socialising <b>so</b> improves mental outlook of the <b>teenager</b>.</li> <li>6. Exercise helps to control weight for the <b>teenager as</b> exercise burns off energy consumed.</li> <li>7. Exercise lowers the risk of Coronary Heart Disease (CHD) for the teenager as can reduce weight/stress.</li> <li>8. Exercise can boost <b>teenagers'</b> energy <b>so</b> reduces fatigue/tiredness.</li> <li>9. Exercise means continual movement of joints <b>so</b> increasing flexibility for the <b>teenager</b>.</li> <li>10. Exercise reduces the risk of osteoporosis in later life for the <b>teenager as</b> exercise builds/ maintains bone density.</li> <li>11. Exercise reduces blood pressure for the <b>teenager as</b> exercise makes your heart stronger/pumps blood easier.</li> <li>12. During exercise immune cells travel through the body <b>which</b> boosts immune system/ reduces the risk of infection of the <b>teenager</b>.</li> <li>13. Excessive exercise may reduce the absorption of some vitamins and minerals <b>so</b> affect the health of <b>teenagers</b>.</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>(cont)</p> <p><b>7 Factor: Environment</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. A high quality environment is beneficial to health <b>so</b> can help <b>teenagers</b> to live longer.</li> <li>2. A poor quality environment can be detrimental/bad for health <b>so teenagers</b> are less likely to live longer.</li> <li>3. Environmental problems such as pollution flooding can pose significant risks <b>so</b> affecting the health of <b>teenagers</b>.</li> <li>4. Smoking in the home/car can be detrimental to health <b>so</b> affecting the health of <b>teenagers</b>.</li> </ol> <p><b>8 Factor: Personal Hygiene</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Cleanliness removes bacteria <b>so</b> reduces infection/the hygiene risk of contamination for the <b>teenager</b>.</li> <li>2. Freshness promotes a sense of well-being for the <b>teenager so</b> increases self-esteem.</li> <li>3. Oral health <b>so teenager</b> has fresh breath/ avoids gum disease.</li> </ol> <p><b>9 Factor - Sleep</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Inadequate sleep can have a negative impact on <b>teenager, because</b> it can lead to stress/ anxiety/depression/slowing down of daily work rate/increase risk of accidents.</li> <li>2. A lack of sleep can be a contributory factor in increased stress for the <b>teenager so</b> lead to high blood pressure.</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>(cont)</p> <p><b>10 Factor Stress/Mental Health Issues</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Extreme stress impacts on the body <b>as teenagers</b> may shake uncontrollably/hyperventilate/vomit.</li> <li>2. Chronic stress can increase periods of irritability or anger/apathy/depression/constant anxiety/irrational behaviour/loss of appetite/comfort eating/lack of concentration/loss of sex-drive/increased smoking, drinking or recreational drug-taking <b>so</b> affecting <b>teenagers</b> health.</li> <li>3. Physical effects of stress may affect <b>teenagers</b> health <b>as</b> stress may result in excessive tiredness/skin problems/aches, pains/increased pain from arthritis and other conditions/heart palpitations/for women, missed periods.</li> </ol> <p><b>11 Factor: Income</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Increased income could allow greater access to a choice of health activities/exercise <b>which</b> would result in a feeling of wellbeing for the <b>teenager</b>.</li> <li>2. Lower income could restrict access to health related activities <b>so</b> causing poor health in <b>teenagers</b>.</li> <li>3. A greater income/more disposable income may allow drugs/alcohol to be more available to <b>teenagers which</b> would have a negative effect of health.</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
2	(c)	<table border="1"> <tr> <td><b>Fact</b></td> <td>Fact about food colourings/preservatives</td> </tr> <tr> <td><b>Opinion</b></td> <td>Positive/negative</td> </tr> <tr> <td><b>Consequence</b></td> <td>Consequence of the fact for the consumer</td> </tr> </table> <p><b>4 x 1 mark for each point of evaluation linked to the consumer.</b></p> <p>Minimum of <b>one</b> mark for each additive.</p> <p><b>(i) Food Colourings</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. <b>Food colourings</b> may enhance the appearance of foods which is <b>good as</b> it may make the food more appealing to the <b>consumer</b>.</p> <p><b>P</b> 2. <b>Food colourings</b> may be used to restore the colour lost during food processing which is <b>good as</b> this makes the processed food more appealing to the <b>consumer</b>.</p> <p><b>P</b> 3. <b>Food colourings</b> used in the UK are strictly tested and labelled which is <b>good as</b> the <b>consumer</b> is assured the colouring used is considered safe to be consumed.</p> <p><b>Negative</b></p> <p><b>N</b> 1. Certain <b>food colourings</b> have been linked to causing allergies which is <b>bad as</b> the <b>consumer's</b> health may be affected by such foods.</p> <p><b>N</b> 2. <b>Food colourings</b> may be expensive to develop which is <b>bad as</b> this cost may be passed to the <b>consumer</b>.</p> <p><b>N</b> 3. Certain <b>food colourings</b> may cause hyperactivity in children, which may be <b>bad/</b> cause concern <b>so</b> such foods may be avoided by the <b>consumer</b>.</p>	<b>Fact</b>	Fact about food colourings/preservatives	<b>Opinion</b>	Positive/negative	<b>Consequence</b>	Consequence of the fact for the consumer	4 EV	
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Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(c)	<p>(cont)</p> <p>(ii) <b>Preservatives</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. Food <b>preservatives</b> are <b>good as</b> they protect foods from micro-organisms/ bacteria/ yeasts/moulds which help the <b>consumer as</b> they help keep food safer for longer.</p> <p><b>P</b> 2. Food <b>preservatives</b> are <b>good as</b> they protect foods from micro-organisms/ bacteria/ yeasts/moulds which gives food a longer shelf life <b>which</b> benefits the <b>consumer</b>.</p> <p><b>P</b> 3. Food <b>preservatives</b> are <b>good as</b> they prevent the discoloration of food <b>which</b> makes foods appear more pleasant to the <b>consumer</b>.</p> <p><b>P</b> 4. Food <b>preservatives</b> are <b>good as</b> they make food safer for longer periods of time <b>which</b> reduces food wastage for the <b>consumer</b>.</p> <p><b>P</b> 5. Food <b>preservatives</b> are <b>good as</b> they make food safer for longer periods of time <b>which</b> reduces the need for the <b>consumer</b> to shop frequently.</p> <p><b>P</b> 6. Food <b>preservatives</b> are <b>good as</b> they allow manufacturers to transport food in bulk <b>which</b> keeps cost for the <b>consumer</b> down/ makes food cheaper.</p> <p><b>P</b> 7. Food <b>preservatives</b> are <b>good as</b> they slow down enzymic action <b>which</b> keeps food looking fresher for the <b>consumer</b>.</p> <p><b>Negative</b></p> <p><b>N</b> 1. Food <b>preservatives</b> may be <b>bad</b> as some nutrients can be lost during the preservation process <b>which</b> means that the goodness of some foods can be lost for the <b>consumer</b>.</p> <p><b>N</b> 2. Food <b>preservatives</b> may be <b>bad</b> as food is not as fresh as it could be <b>which</b> means food is not of the best quality for the <b>consumer</b>.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(d)	<p><b>3 x 1 mark</b> for <b>each</b> point of explanation linked to the benefit of each label to the <b>consumer</b>.</p> <p>(i) <b>Lion Mark</b></p> <ol style="list-style-type: none"> <li>1. It informs the consumer about the toys mechanical/physical/inflammable properties <b>so</b> they know the toy is safe.</li> <li>2. The Lion Mark gives the consumer confidence <b>so</b> that they are purchasing a toy which is safe.</li> <li>3. The toy carrying the Lion Mark shows the consumer that it has been made by a reputable manufacturer <b>as</b> follows a strict code of practice.</li> <li>4. The Lion Mark is only present on goods which meet the highest standard of safety/quality <b>so</b> shows the consumer it is of good quality/safe.</li> <li>5. The Lion Mark is bright red and yellow which is easily recognisable for consumers <b>so</b> able to identify toys that are safe for children to use.</li> <li>6. (The British Lion Quality is found on eggs which guarantees the consumer the hens are British/have been vaccinated against salmonella/feed is controlled <b>so</b> safe to eat).</li> </ol>	3 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(d)	<p>(cont)</p> <p>(ii) <b>Recycling label</b></p> <ol style="list-style-type: none"> <li>Shows that the product is made from recycled materials <b>which</b> allow <b>consumers</b> to make environmentally friendly choices.</li> <li>Shows that the product can be recycled <b>which</b> allows/encourages <b>consumers</b> to recycle.</li> <li>The labels allow <b>consumers</b> to recycle products appropriately <b>by</b> indicating the materials the product is made from.</li> <li>Allows <b>consumers</b> to reduce household waste by choosing recyclable products <b>therefore</b> it helps to reduce flow into landfill sites.</li> <li><b>Consumers</b> can choose to recycle packaging made with scarce natural resources; <b>therefore</b> it helps make environmental choices easier.</li> <li>The labels promote recycling <b>which</b> reminds <b>consumers</b> to recycle products.</li> <li>Shows the producer has made a contribution towards the recycling of packaging <b>which</b> helps <b>consumers</b> make environmentally friendly choices.</li> <li>Some labels show how easy certain materials are to recycle <b>so consumers</b> are aware of how easy the product will be to recycle.</li> <li>The recycling label is easy to understand as no English language is used <b>so</b> is easy for all nationalities of <b>consumers</b> to understand.</li> </ol> <p>(iii) <b>Energy Rating Label</b></p> <ol style="list-style-type: none"> <li>Allows the <b>consumer</b> to make a comparison of different products energy consumption <b>therefore</b> allowing them to make an informed choice.</li> <li>Gives information to the <b>consumer</b> on how costly the products would be to run <b>which</b> may influence their choice.</li> <li>Allows the <b>consumer</b> to make an informed choice on environmental issues <b>which</b> may be important to the consumer.</li> <li>Informs the <b>consumer</b> of running costs <b>which</b> may help the consumer budget accordingly.</li> <li>By law this label must be displayed on certain electrical household items <b>so</b> giving the <b>consumer</b> credible information.</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	e	<p><b>2 x 1 mark</b> for <b>each</b> point of explanation linking to the role of the <b>Samaritans</b>.</p> <p><b>Samaritans</b></p> <ol style="list-style-type: none"> <li>1. The <b>Samaritans</b> gives the person reassurance <b>as</b> there is someone to talk to about whatever is worrying them.</li> <li>2. All information relating to a caller is confidential to <b>Samaritans so</b> that other people will not find out about their problem/ issues unless the caller wants them to know.</li> <li>3. Callers can contact <b>Samaritans</b> by telephone/ letter/email 24 hours a day, <b>so</b> that a volunteer will always be available to respond to them.</li> <li>4. Callers in need of <b>Samaritans'</b> service are accepted without prejudice <b>as</b> the service will provide unbiased help and advice.</li> <li>5. <b>Samaritan</b> volunteers can call an ambulance if a caller appears to be incapable of making rational decisions for him/herself <b>as</b> it could prevent him/her dying or becoming injured.</li> <li>6. <b>Samaritan</b> volunteers can give help in face to face conversations <b>so</b> callers may see who they are talking to/or may have difficulty in using the telephone to discuss their issues with someone.</li> <li>7. <b>Samaritan</b> volunteers use their listening skills <b>so</b> they recognise the needs of callers and respond appropriately.</li> <li>8. <b>Samaritan</b> volunteers are impartial <b>so</b> they will not impose their own convictions/or influence callers/in regards to politics/philosophy/ religion.</li> <li>9. The <b>Samaritans</b> is a 24 hour a day service providing confidential support <b>so</b> they can help people who are experiencing feelings of distress/despair/suicide.</li> <li>10. The <b>Samaritans</b> provide a (free) service <b>so</b> that anyone can have access to it.</li> <li>11. <b>Samaritan</b> volunteers are trained so as a result are very effective in dealing with anyone who calls.</li> </ol>	2 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(a)	<p><b>4 x 1 mark</b> for <b>each</b> explanation of each step linked to a <b>sports bag</b>.</p> <p><b>(i) Concept Generation</b></p> <ol style="list-style-type: none"> <li>1. At this stage the manufacturer needs to compile a design specification for the <b>sports bag</b> so that all the requirements will be considered.</li> <li>2. This stage is important as it involves developing ideas for the new <b>sports bag</b>.</li> <li>3. Thinking up new ideas/looking for gaps in the market for <b>sports bags</b>.</li> <li>4. Development of new ideas for <b>sports bags</b> from market analysis of previously successful styles.</li> <li>5. Manufacturers do not want to replicate existing products in the market so they will list styles of <b>sports bags</b> to be avoided.</li> </ol> <p><b>(ii) First Production Run</b></p> <ol style="list-style-type: none"> <li>1. Allows for the production of the <b>sports bag</b> for the first time so production run can be assessed.</li> <li>2. Allows for the quality assurance team to test the <b>sports bag</b> for quality.</li> <li>3. An important stage in the development of the <b>sports bag</b> as it affects many of the other stages eg if components are changed then labelling would require to be changed.</li> </ol> <p><b>(iii) Marketing Plan</b></p> <ol style="list-style-type: none"> <li>1. Allows for the development of a range of activities to promote the <b>sports bag</b> where it will be sold/various outlets/magazine.</li> <li>2. An important stage as the initial pricing of the <b>sports bag</b> can be determined by the potential marketing mix.</li> <li>3. Packaging for the <b>sports bag</b> can be finalised to take into account marketing plans.</li> </ol>	4 KU	

Question			Expected Answer(s)	Max Mark	Additional Guidance
3	a	(iv)	<p><b>(cont)</b></p> <p><b>Launch</b></p> <ol style="list-style-type: none"> <li>1. Piloting of the <b>sports bag</b> is carried out to monitor the sales in a small area.</li> <li>2. From piloting the <b>sports bag</b> the manufacturer can adjust the marketing approach before using it more widely.</li> <li>3. Sales figures for the <b>sports bag</b> will be closely monitored allowing the manufacturer to rethink/alter the marketing approach if necessary.</li> <li>4. At this stage market research provides regular feedback allowing the new <b>sports bag</b> to be further refined/improved.</li> <li>5. The new <b>sports bag</b> is now available for sale.</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
3	(b)	<p>4 x 1 mark for each evaluation point linked to the <b>sports bag</b>.</p> <table border="1"> <tr> <td><b>Fact</b></td> <td>Rating for the fabric high/low</td> </tr> <tr> <td><b>Opinion</b></td> <td>good/bad</td> </tr> <tr> <td><b>Consequence</b></td> <td>Consequence of the rating for the <b>sports bag</b></td> </tr> </table> <p><b>Absorbency (1) very low</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. The rating for absorbency is <b>very low</b>. This is <b>good</b> because it may mean that the <b>sports bag</b> fabric would not absorb some water <b>therefore</b> will be lighter to carry.</p> <p><b>P</b> 2. The rating for absorbency is <b>very low</b>. This is <b>good</b> because it may mean the <b>sports bag</b> fabric will not let water through if used in the rain and <b>therefore</b> the contents will not be damaged/will stay dry.</p> <p><b>Durability (2) low</b></p> <p><b>Negative</b></p> <p><b>N</b> 1. The rating for durability is <b>low</b> which is <b>bad</b> because the <b>sports bag</b> fabric will not be strong <b>so</b> would not wear well/may tear easily.</p> <p><b>N</b> 2. The rating for durability is <b>low</b> which is <b>bad</b> because the <b>sports bag</b> fabric will not be strong <b>so</b> would not last a long time/require replacement.</p> <p><b>N</b> 3. The rating for durability is <b>low</b> which is <b>bad</b> because the <b>sports bag</b> fabric will not be strong <b>so</b> cannot withstand frequent use.</p> <p><b>N</b> 4. The rating for durability is <b>low</b> which is <b>bad</b> because the <b>sports bag</b> fabric will not be strong <b>therefore</b> the straps could not withstand heavy loads without breaking.</p> <p><b>N</b> 5. The rating for durability is <b>low</b> which is <b>bad</b> because the <b>sports bag</b> fabric will not be strong <b>therefore</b> cannot carry heavy/bulky loads inside without damage to the sports bag.</p>	<b>Fact</b>	Rating for the fabric high/low	<b>Opinion</b>	good/bad	<b>Consequence</b>	Consequence of the rating for the <b>sports bag</b>	4 EV	
<b>Fact</b>	Rating for the fabric high/low									
<b>Opinion</b>	good/bad									
<b>Consequence</b>	Consequence of the rating for the <b>sports bag</b>									

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	b	<p>(cont)</p> <p><b>Lightweight (5) very high</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. The rating for lightweight is <b>very high</b> which is <b>good</b> for a <b>sports bag</b> because it will be less heavy to carry <b>therefore</b> the wearer will not be weighed down by the fabric/<b>sports bag</b>.</p> <p><b>P</b> 2. The rating for lightweight is <b>very high</b> which is <b>good</b> for a <b>sports bag</b> because it will be less heavy when empty <b>therefore</b> allowing the wearer to carry a heavier load inside the <b>sports bag</b>.</p> <p><b>P</b> 3. The rating for lightweight is <b>very high</b> which is <b>good</b> for a <b>sports bag</b> because it will be less heavy to carry <b>therefore</b> prevent back/shoulder pain for the user.</p> <p><b>Colourfast (4) high</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. The rating for colourfastness is <b>high at 4</b> which is <b>good</b> as the colour from the <b>sports bag</b> wont transfer on to clothes when it is used <b>so</b> it would be suitable for the purpose.</p> <p><b>P</b> 2. The rating for the colourfastness is <b>high at 4</b> which is <b>good</b> as the colour of the <b>sports bag</b> would not fade when in sunlight/outdoors <b>so</b> would be suitable for purpose.</p> <p><b>P</b> 3. The rating of the colourfastness is <b>high at 4</b> which is <b>good</b> as the <b>sports bag</b> colour would not streak <b>so</b> not lose appeal.</p> <p><b>Visibility (5) very high</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. The rating for visibility of the <b>sports bag</b> is rated <b>very high</b>, this is <b>good</b> as it means the user will be easily seen using the bag in the late evenings/early mornings when it is dark <b>so</b> would prevent an accident happening.</p> <p><b>P</b> 2. The rating for visibility of the <b>sports bag</b> is rated <b>very high</b>, this is <b>good</b> as it will be suitable for use by children who require to carry sportswear to school as they will be easily seen in dark mornings/evenings therefore....</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
3	(c)	<p><b>4 x 1 mark</b> for <b>each</b> point of evaluation of breathable membranes and elastomeric fibres linked to <b>sportswear</b>.</p> <p>Minimum of <b>one</b> mark from each area</p> <table border="1"> <tr> <td><b>Fact</b></td> <td>Characteristic of breathable membranes/elastomeric fibres</td> </tr> <tr> <td><b>Opinion</b></td> <td>Positive/negative</td> </tr> <tr> <td><b>Consequence</b></td> <td>Impact of characteristic on <b>sportswear/wearer</b></td> </tr> </table> <p><b>(i) Breathable membranes</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. Breathable membrane in <b>sportswear</b> are <b>good as</b> they prevent moisture building up next to the skin <b>therefore</b> are more comfortable to wear/could improve performance.</p> <p><b>P</b> 2. Breathable membranes in <b>sportswear</b> are <b>good as</b> they are lightweight so the wearer will not be weighed down making it easier to carry out the sporting activity.</p> <p><b>P</b> 3. Breathable membranes help to keep the body cool/dry during <b>sporting activity</b> which is <b>good as</b> it will ensure comfort/help improve performance.</p> <p><b>P</b> 4. <b>Sportswear</b> made from <b>breathable membranes</b> are often purchased with an extended guarantee which is <b>good as</b> the consumer may avoid needing to purchase a new item, <b>therefore</b> saving money.</p> <p><b>P</b> 5. Breathable membranes in <b>sportswear</b> are <b>good as</b> they can be purchased with the desired properties (waterproof, breathability, enhanced appearance) <b>therefore</b> can be purchased to suit a variety of sporting activities.</p>	<b>Fact</b>	Characteristic of breathable membranes/elastomeric fibres	<b>Opinion</b>	Positive/negative	<b>Consequence</b>	Impact of characteristic on <b>sportswear/wearer</b>	<b>4 EV</b>	
<b>Fact</b>	Characteristic of breathable membranes/elastomeric fibres									
<b>Opinion</b>	Positive/negative									
<b>Consequence</b>	Impact of characteristic on <b>sportswear/wearer</b>									

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(c)	<p><b>(cont)</b></p> <p><b>Negative</b></p> <p><b>N</b> 1. Breathable membrane garments may be expensive to buy/manufacture/construct so may <b>not be good in sportswear as</b> they may not be affordable to everyone.</p> <p><b>(ii) Elastomeric Fibres</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. Elastomeric fibres have the ability to return to its natural shape/size, this is <b>good for sportswear as</b> sport requires stretching/it will be in good shape after use.</p> <p><b>P</b> 2. Elastomeric fibres allow ease of movement, this is <b>good for sportswear as</b> the wearer will be able to take part in sport in comfort.</p> <p><b>P</b> 3. Elastomeric fibres may be lightweight this is <b>good for sportswear as</b> the wearer will not be weighed down <b>therefore</b> making it easier to carry out the sporting activity.</p> <p><b>P</b> 4. Elastomeric fibres fit the body well/aerodynamic design, this is <b>good for the sports person as</b> it will allow ease of movement.</p> <p><b>P</b> 5. Elastomeric fibres may be hardwearing/retain shape this is <b>good for sportswear as</b> it will last a long time <b>therefore</b> saving the consumer money.</p> <p><b>P</b> 6. Elastomeric fibres may have good shape retention, this is <b>good for sportswear as</b> it gives the fabric a smooth look/prevents puckering, improving the appearance.</p> <p><b>P</b> 7. Elastomeric fibres may be easily laundered, this is <b>good for sportswear as</b> it is ready to wear again quickly.</p> <p><b>P</b> 8. Elastomeric fibres may be resistant to repeated laundering at low temperatures, this is <b>good as the sportswear</b> requires frequent laundering, <b>therefore</b> it will stay looking good for a long time.</p> <p><b>P</b> 9. Elastomeric fibres accept dyes easily, this is good for <b>sportswear as</b> fashionable/team colours can be made to suit current trends/ provide a range of colours.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(c)	<p><b>(cont)</b></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>sportswear as</b> it will lose its fit/will need 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 the <b>sportswear as</b> they have to be laundered frequently <b>therefore</b> they will not stay looking good for long/appearance may be affected.</p> <p><b>N</b> 3. Elastomeric fibres may be affected by pilling/catching/pulling, this is <b>bad</b> for <b>sportswear as</b> appearance will be adversely affected/durability will be affected.</p> <p><b>N</b> 4. Elastomeric fibres may be affected by chlorine/sunlight which is <b>bad</b> for the <b>sportswear as</b> it may need to be replaced more frequently.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(d)	<p>2 x 1 mark for <b>each</b> family structure.</p> <p>2 x 1 mark for explanation of <b>each</b> family structure.</p> <p>Family structure must be identified.</p> <p><b>1 Family Structure: Nuclear Family</b></p> <p><b>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</b></p> <p><b>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</b></p> <p><b>Explanation</b></p> <p>1. This is made up of a parent and at least one child where one parent has the main/sole responsibility for bringing up the child/children.</p> <p><b>4 Family Structure: Reconstituted Family</b></p> <p><b>Explanation</b></p> <p>1. This is formed by adults who have been with other partners and bring children from previous relationships to a new relationship to create a new family unit.</p> <p><b>5 Family Structure: Community Family</b></p> <p><b>Explanation</b></p> <p>1. This is where people with different families all live together eg Kibbutz, Communes.</p> <p><b>6 Family Structure: Single Sex Family</b></p> <p><b>Explanation</b></p> <p>1. This is a family where both parents are of the same gender.</p>	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(e)	<p><b>4 x 1 mark</b> for <b>each</b> point explaining the benefit of each service to the <b>family/family member</b>.</p> <p>A minimum of <b>1 mark</b> from each area.</p> <p><b>(i) School meals</b></p> <ol style="list-style-type: none"> <li>1. School meals can provide pupils with a meal <b>therefore parents</b> know the child/children are being regularly fed/saves parents time preparing a meal or packed lunch at home.</li> <li>2. Pupils are served foods for school meals that meet the Health Promotion and Nutrition Scotland Act/HfS Initiative/Dietary Targets <b>so</b> that <b>parents</b> are assured the child's meal is healthy.</li> <li>3. School meals allow pupils the opportunity to socialise with friends <b>which</b> may not be possible in the <b>family</b> home.</li> <li>4. School meals offer meals at low cost/no cost for <b>families</b> who are on a low budget <b>so</b> this will help with family budgeting.</li> <li>5. School meals provide a "no stigma" system of free meals for those who are entitled to them <b>so</b> the <b>family</b> will not be highlighted in any way.</li> <li>6. Food for the pupils is provided through school meals and not by the <b>family</b> <b>therefore</b> spending at home on food may be reduced.</li> <li>7. School meals can be the only means of providing breakfast for a <b>child</b> <b>so</b> that the parents know their child is getting a healthy start to the day.</li> <li>8. School meals reduce the pressure on busy working <b>parents</b> <b>as</b> breakfast is provided for the child at school.</li> <li>9. School meals give <b>children</b> a warm/safe/secure/calm environment to eat, <b>so</b> that <b>parents</b> have less concern about their safety.</li> <li>10. School meals are free for P1-P3 pupils which may encourage more pupils to try school lunches/saves <b>parents</b> money</li> </ol>	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(e)	<p>(cont)</p> <p>(ii) <b>Day care centres</b></p> <ol style="list-style-type: none"> <li>1. Day care centre provides opportunity for elderly people to mix/socialise/interact with others <b>which</b> prevents loneliness reducing the strain on the <b>family</b>/allows <b>family</b> members to work.</li> <li>2. Day care centre provides a hot nutritious meal for the elderly person <b>so</b> that the <b>family</b> know they are receiving a good meal.</li> <li>3. Day care centre provides a break for the partner/carer/<b>family</b> of the elderly person <b>so</b> that they can relax and have time to themselves.</li> <li>4. Day care centre may help improve the happiness of the elderly <b>family</b> member <b>which</b> improves quality of life.</li> <li>5. Day care centre means the elderly <b>family</b> member will be socialising with others <b>which</b> may help improve the mental health of the elderly.</li> <li>6. Day care centre provides reassurance for the <b>family</b> of elderly <b>so</b> that they know they are eating well/having fun/socialising.</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(a)	<p><b>2 x 1 mark</b> for <b>each</b> cause.  <b>2 x 1 mark</b> for <b>each</b> explanation linked to <b>dental caries</b>.</p> <p>The cause must be identified before the mark is awarded for the explanation. Where the cause is incorporated in the explanation this can be credited.</p> <p><b>1 Cause: Too Much Sugar</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>Sugar mixed with saliva creates a sticky mixture which sticks to teeth and attacks the enamel <b>so</b> causing <b>dental caries</b>.</li> <li>Bacteria in the mouth feed on sugary residue and converts it to acid/erodes the teeth's protective covering/enamel <b>therefore</b> causing <b>dental caries</b>.</li> <li>Sugar/sugary foods/drinks cause a build-up of plaque acid/attacks the enamel of teeth <b>so</b> causing <b>dental caries</b>.</li> <li>Sugary sticky snack between meals prolongs exposure to the acid which causes a build-up of plaque acid/eroding the enamel of the teeth <b>so</b> causing <b>dental caries</b>.</li> </ol> <p><b>2 Cause: Too much sodium/salt</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>Sodium/salt extracts calcium from the bone which will weaken the teeth <b>so</b> causing <b>dental caries</b>.</li> </ol> <p><b>3 Cause: Lack of calcium</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>Calcium is needed to make calcium phosphate for strong teeth/a lack of calcium will prevent teeth/tooth enamel hardening <b>so</b> preventing/causing <b>dental caries</b>.</li> <li>Calcium is needed for strong teeth/a lack of calcium can lead to tooth decay <b>so</b> preventing/causing <b>dental caries</b>.</li> <li>If calcium levels are too low then nutrients are removed from teeth back to blood/making teeth weaker <b>so</b> causing <b>dental caries</b>.</li> </ol>	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(a)	<p><b>(cont)</b></p> <p><b>4 Cause: Lack of phosphorous</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Phosphorous is needed to make calcium phosphate for strong teeth/a lack of phosphorus will prevent teeth/tooth enamel hardening <b>so</b> preventing/causing <b>dental caries.</b></li> <li>2. Phosphorous is needed alongside calcium for strong teeth <b>so</b> a lack may cause <b>dental caries.</b></li> </ol> <p><b>5 Cause: Lack of vitamin D</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Vitamin D is needed for the absorption of calcium/lack of vitamin D will cause weaker teeth <b>so</b> preventing/causing <b>dental caries.</b></li> <li>2. Lack of vitamin D means we cannot absorb the calcium in food <b>so</b> causing <b>dental caries.</b></li> </ol> <p><b>6 Cause: Lack of vitamin C</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Vitamin C is needed for healthy gums/lack will prevent gums staying healthy/will lead to receding gums teeth are more exposed to plaque/acid erosion/fall out <b>so</b> preventing/causing <b>dental caries.</b></li> </ol> <p><b>7 Cause: Poor oral hygiene</b></p> <p><b>Explanation</b></p> <ol style="list-style-type: none"> <li>1. Ineffective brushing can cause a build-up of plaque <b>so</b> causing <b>dental caries.</b></li> <li>2. Not visiting the dentist twice a year to have teeth checked can mean decay/gum disease is not detected <b>so</b> causing <b>dental caries.</b></li> <li>3. An old toothbrush bristles become splayed/frayed making them ineffective/unable to remove all plaque from teeth <b>so</b> causing <b>dental caries.</b></li> <li>4. Not using dental floss to clean between teeth will create a build-up of plaque/acid which leads to erosion of enamel <b>so</b> causing <b>dental caries.</b></li> </ol>		

Question	Expected Answer(s)	Max Mark	Additional Guidance
4	<p data-bbox="210 248 252 286">(a)</p> <p data-bbox="331 248 416 286">(cont)</p> <p data-bbox="280 315 759 353"><b>8 Cause: Too many sticky foods</b></p> <p data-bbox="331 376 501 414"><b>Explanation</b></p> <ol data-bbox="331 414 943 645" style="list-style-type: none"> <li>1. Sticky foods do not require a lot of chewing so does not produce a lot of saliva which neutralises acid/helps keep teeth clean <b>so</b> causing <b>dental caries</b>.</li> <li>2. Sticky foods do not require a lot of chewing therefore gums are not being exercised <b>so</b> causing <b>dental caries</b>.</li> </ol> <p data-bbox="280 674 655 712"><b>9 Cause: Eating patterns</b></p> <p data-bbox="331 734 501 772"><b>Explanation</b></p> <ol data-bbox="331 772 970 1205" style="list-style-type: none"> <li>1. Eating sugary foods late at night can cause a build-up of plaque acid/attacks the enamel during your sleep <b>so</b> causing <b>dental caries</b>.</li> <li>2. Avoid sugary/sticky snacks as this causes a build-up of plaque prolonging exposure to the acid/attacks tooth enamel <b>so</b> causing <b>dental caries</b>.</li> <li>3. Do not miss breakfast as high sugary/sweet foods may be eaten during the morning to compensate/will cause a build-up of plaque acid <b>so</b> causing <b>dental caries</b>.</li> <li>4. Not feeling full can mean snacking on high sugar snacks <b>so</b> causing <b>dental caries</b>.</li> </ol> <p data-bbox="280 1234 791 1272"><b>10 Cause: Fizzy/Acidic Drinks/Food</b></p> <p data-bbox="331 1294 501 1332"><b>Explanation</b></p> <ol data-bbox="331 1332 927 1458" style="list-style-type: none"> <li>1. Carbonated/fizzy/flavoured soft drinks/diet drinks can be very acidic/acidic foods/can cause erosion of the enamel/teeth <b>so</b> causing <b>dental caries</b>.</li> </ol> <p data-bbox="280 1487 879 1547"><b>11 Cause: Eating between meals/constant snacking</b></p> <p data-bbox="331 1585 501 1624"><b>Explanation</b></p> <ol data-bbox="331 1624 943 1720" style="list-style-type: none"> <li>1. Snacking on (sugary) foods between meals encourages plaque acid/saliva is unable to neutralise acids <b>so</b> causing <b>dental caries</b>.</li> </ol> <p data-bbox="280 1749 751 1809"><b>12 Cause: Low intake of crunchy food/fruit/vegetables</b></p> <p data-bbox="331 1839 501 1877"><b>Explanation</b></p> <ol data-bbox="331 1877 943 2002" style="list-style-type: none"> <li>1. Crunchy foods exercise the gums and increase the flow of saliva over the teeth <b>which</b> help to neutralise acid <b>so</b> preventing <b>dental caries</b></li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
4	(b)	<table border="1"> <tr> <td><b>Fact</b></td> <td>linked to the ingredient or target/goal (CDA)</td> </tr> <tr> <td><b>Opinion</b></td> <td>Good or bad</td> </tr> <tr> <td><b>Consequence</b></td> <td>Meeting the target/goal (CDA) (or benefit to health)</td> </tr> </table> <p><b>4 x 1 mark</b> for <b>each</b> point of evaluation which must be linked to <b>current Dietary Advice</b>.</p> <p><b>Note:</b> the candidate must demonstrate knowledge of the exact figures related to the Dietary target/dietary goals (CDA).</p> <p>The target/goal (CDA) <b>MUST</b> be either the fact or the consequence.</p> <p><b>1 Chicken and vegetable stir fry</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. Chicken contains less (saturated) fat this is <b>good as</b> it helps to meet the CDA of <b>reducing fat to no more than 35% total energy/ reduce saturated fat to no more than 11% of total energy (obesity/CHD)/trans fatty acids below 1% food energy.</b></p> <p><b>P</b> 2. The spices added remove the need for salt/seasoning, this is <b>good as</b> helps to meet the CDA of <b>reducing salt intake to no more than 100mmol/6g daily (CHD/hypertension).</b></p> <p><b>P</b> 3. The stir-fry contains vegetables, this is <b>good as</b> it helps to meet the CDA for <b>fruit and vegetables to increase to 400g/day (bowel disease/cancer/constipation/CHD)/at least 5 portions per person per day.</b></p>	<b>Fact</b>	linked to the ingredient or target/goal (CDA)	<b>Opinion</b>	Good or bad	<b>Consequence</b>	Meeting the target/goal (CDA) (or benefit to health)	4 EV	
<b>Fact</b>	linked to the ingredient or target/goal (CDA)									
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<b>Consequence</b>	Meeting the target/goal (CDA) (or benefit to health)									

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(b)	<p>(cont)</p> <p><b>P</b> 4. The stir-fry may not have added sugar, this is <b>good as</b> helps meet the CDA of reducing the intake of <b>NME sugars in the diet of children by half/to no more than 10%of energy intake (obesity/dental caries/CHD)/to less than 11% food energy in children and adults.</b></p> <p><b>P</b> 5. The stir-fry contains vegetables, this is <b>good as</b> vegetables are a source of complex carbohydrates and so meets the CDA to <b>increase consumption of total complex carbohydrate by 25% (prevent snacking/obesity)/increase fibre to 18g per day.</b></p> <p><b>Negative</b></p> <p><b>N</b> 1. The stir-fry may be high in soy sauce this is <b>bad as</b> it does not meet the CDA of <b>reducing salt intake to no more than 100mmol/6g daily (CHD/hypertension).</b></p>		
		<p><b>2 Boiled brown rice</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. Brown rice is a complex carbohydrate which is <b>good as</b> it helps meet the CDA target of <b>increasing our TCC intake by 25% (bowel disease/cancer/constipation)/increase fibre to 18g per day.</b></p> <p><b>P</b> 2. Boiled brown rice is low/no fat this is <b>good as</b> it helps meet the CDA of reducing fat to <b>no more than 35% total energy/reduce saturated fat to no more than 11% of total energy (obesity/CHD)/trans fatty acids to remain below 1% food energy.</b></p> <p><b>P</b> 3. Boiled brown rice is low in sugar which is <b>good as</b> it helps meet the CDA of reducing the intake of <b>NME sugars in the diet of children by half/to no more than 10% of energy intake (obesity/dental caries/CHD)/to less than 11% of food energy in children and adults.</b></p> <p><b>Negative</b></p> <p><b>N</b> 1. Boiled brown rice can have a lot of salt added which is <b>bad as</b> does not meet the CDA of <b>reducing salt intake to no more than 100mmol/6g daily (CHD/hypertension).</b></p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(b)	<p>(cont)</p> <p><b>3 Strawberry and cream meringue</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. The dessert contains strawberries, this is <b>good as</b> it helps to meet the CDA for <b>fruit and vegetables to increase to 400g/day (bowel disease/cancer/ constipation/CHD)/at least 5 portions per person per day.</b></p> <p><b>P</b> 2. The cream in the strawberry cream meringue may be low fat cream, this is <b>good as</b> it helps meet the CDA of reducing fat to <b>no more than 35% total energy/reduce saturated fat to no more than 11% of total energy (obesity/ CHD)/trans fatty acids to remain below 1% of food energy.</b></p> <p><b>Negative</b></p> <p><b>N</b> 1. The cream is high in (saturated) fat, this is <b>bad as</b> it does not meet the CDA of reducing fat to <b>no more than 35% total energy/reduce saturated fat to no more than 11% of total energy (obesity/CHD)/trans fatty acids to remain below 1% of food energy.</b></p> <p><b>N</b> 2. The cream/meringue will contain sugar, this is <b>bad as</b> it does not meet the CDA of reducing the intake of <b>NME sugars in the diet of children by half/to no more than 10% of energy intake (obesity/dental caries/CHD)/ less than 11% of food energy in children and adults.</b></p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(c)	<p><b>4 x 1 mark</b> for <b>each</b> explanation linked to the <b>family</b>.</p> <p>Minimum of <b>1 mark</b> from each area.</p> <p><b>(i) Housing (accept housing department/ local authority)</b></p> <ol style="list-style-type: none"> <li>1. The housing department are responsible for providing housing to <b>families</b> who cannot afford /do not wish to buy a private house <b>which</b> means they will have a roof over their heads/ shelter.</li> <li>2. The housing department can provide homes for <b>family</b> members who are elderly/disabled/ special needs <b>so</b> they reduce the burden on the family.</li> <li>3. The housing department can provide elderly <b>family</b> members sheltered housing with alarm systems/wardens as security <b>which</b> offers peace of mind to family members (as parents/ grandparents become less independent).</li> <li>4. The housing department pays for housing repairs for the <b>family which</b> ensures the home remains in good condition/protects the family.</li> <li>5. People in the <b>family</b> with special circumstances (eg pregnant teenage girl) can apply for housing <b>so</b> they will be given priority/move up the waiting list quickly. <b>*** (THIS MAY CHANGE – CHECK POLICY UPDATE).</b></li> <li>6. If disabled/elderly/ill housing may be adapted to allow the person in the <b>family so</b> allows them to continue their normal life.</li> </ol>	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(c)	<p>(cont)</p> <p>(ii) <b>Social Services</b></p> <ol style="list-style-type: none"> <li>1. The range of Social Services available is extensive <b>so</b> it ensures a <b>family</b> can access a wide range of support.</li> <li>2. The Social Services can be accessed freely by all in the UK <b>therefore</b> it does not cost the <b>family</b> money.</li> <li>3. The Social Services can be accessed from the 'Cradle to the Grave' <b>therefore</b> it means all the <b>family</b> are entitled to them.</li> <li>4. The Social Services can provide a range of specialised services <b>so</b> that <b>families</b> will be supported in difficult times.</li> <li>5. The Social Services provide free vitamins/milk <b>so</b> that <b>families</b> can prevent ill health.</li> <li>6. The Social Services can provide <b>families</b> with information/advice <b>so</b> they can be aware how to access this information.</li> <li>7. The Social Services provide advice on a wide range of benefits to <b>families</b> (eg job seekers allowance, working tax credit) <b>therefore</b> they can increase their income.</li> <li>8. The Social Services provide housing for <b>families</b> who are homeless <b>therefore</b> they can support vulnerable/desperate families.</li> <li>9. Social Services include community dieticians/health visitors which provide advice/support for the <b>family as</b> it helps maintain their good health.</li> <li>10. Social Services issue blue badges (disable badge) for people with disabilities/allow them to park in restricted areas <b>so</b> that the <b>family</b> finds it easier to access shops/venues.</li> <li>11. Social Services can provide respite/carer <b>so</b> that the <b>family</b> can have a break/holiday/free time to themselves.</li> <li>12. Social Services can provide transport services <b>so</b> that the <b>family</b> can ensure elderly/disabled family members can participate in activities.</li> <li>13. Social Services can assist a child at risk <b>so</b> that the <b>family</b> can ensure the child's safety/well-being.</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
4	(d)	<p><b>4 x 1 mark</b> for <b>each</b> point of evaluation which must make reference to the method of payment</p> <p>Minimum of 1 mark from each method of payment.</p> <table border="1"> <tr> <td><b>Fact</b></td> <td>linked to cash/credit card</td> </tr> <tr> <td><b>Opinion</b></td> <td>Good or bad</td> </tr> <tr> <td><b>Consequence</b></td> <td>of the fact linked (to the user/retailer)/</td> </tr> </table> <p><b>(i) Cash</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. Cash could be a <b>good</b> method of payment as it is easy/straightforward <b>so</b> the transaction will take place quickly.</p> <p><b>P</b> 2. Cash could be a <b>good</b> method of payment as it can be used to purchase the goods in any store <b>so</b> there may be more choice of outlet/goods.</p> <p><b>P</b> 3. Cash could be a <b>good</b> method of payment as they will only be able to spend the cash they have and <b>so</b> will not be able to overspend/avoid debt.</p> <p><b>P</b> 4. Cash could be a <b>good</b> method of payment for the goods as payment is immediate and <b>so</b> the product is owned straight away.</p> <p><b>P</b> 5. Cash may be a <b>good</b> method of payment as a lower price may be negotiated <b>so</b> saving money.</p> <p><b>Negative</b></p> <p><b>N</b> 1. Cash may be a <b>bad</b> method of payment as money may be lost/stolen and <b>therefore</b> goods cannot be purchased/money cannot be returned.</p> <p><b>N</b> 2. Cash would be <b>bad</b> as a method of payment as you would have to wait until you have saved the money and <b>so</b> have to delay purchasing the goods/service.</p> <p><b>N</b> 3. Cash would be a <b>bad</b> method for buying goods from a company that sells online, as you would not be able to buy the goods without a credit/debit card.</p>	<b>Fact</b>	linked to cash/credit card	<b>Opinion</b>	Good or bad	<b>Consequence</b>	of the fact linked (to the user/retailer)/	<b>4 EV</b>	
<b>Fact</b>	linked to cash/credit card									
<b>Opinion</b>	Good or bad									
<b>Consequence</b>	of the fact linked (to the user/retailer)/									

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(d)	<p>(cont)</p> <p>(ii) <b>Credit card</b></p> <p><b>Positive</b></p> <p><b>P</b> 1. A credit card could be a <b>good</b> method of payment if the card is lost/stolen; you can cancel the card <b>so</b> no one else can use it.</p> <p><b>P</b> 2. A credit card could be a <b>good</b> method of payment as it is safe <b>as</b> there is no need to carry large sums of cash which could be lost/stolen.</p> <p><b>P</b> 3. A credit card could be a <b>good</b> method of payment as the consumer may have up to 50 days interest free credit <b>so</b> this may allow the consumer to afford some items without additional cost being incurred.</p> <p><b>P</b> 4. A credit card could be a <b>good</b> method of payment as the consumer will not be able to spend more than their credit limit on this one item <b>so</b> this may help prevent the consumer getting into debt.</p> <p><b>P</b> 5. A credit card could be a <b>good</b> method of payment as it offers protection against companies going bankrupt/fraud/faulty products <b>so</b> this will help the consumer as they will not lose their money.</p> <p><b>P</b> 6. A credit card could be a <b>good</b> method of payment, as the consumer will own the goods immediately <b>so</b> the goods cannot be reclaimed by the seller if the consumer fails to make credit card payments.</p> <p><b>P</b> 7. A credit card could be a <b>good</b> method of payment for people who have regular income/can afford them <b>as</b> they may pay off the balance before interest is charged which does not cost them any more money.</p> <p><b>P</b> 8. Many credit cards offer cash back or points (such as air miles or vouchers) this is <b>good as</b> this may allow the consumer to benefit from rewards without additional costs.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(d)	<p>(cont)</p> <p><b>Negative</b></p> <p><b>N</b> 1. A credit card could be a <b>bad</b> method of payment if the credit card bill is not paid within the time limit <b>as</b> interest will be charged/risk of debt.</p> <p><b>N</b> 2. A credit card could be a <b>bad</b> method of payment as it is easy to get carried away and spend more than can be afforded <b>so</b> resulting in debt.</p> <p><b>N</b> 3. A credit card could be a <b>bad</b> method of payment as it is easy to lose track of spending (until the monthly statement is received) <b>so</b> may end up spending more than can be afforded.</p> <p><b>N</b> 4. A credit card could be a <b>bad</b> method of payment, as there may be an annual fee to pay the credit card company, <b>so</b> an annual cost/increased risk of debt.</p> <p><b>N</b> 5. Some consumers may take out a number of credit cards, which is <b>bad</b> as (if they maximise their credit) they may have to make a large amount of payments each month and <b>so</b> incur debt.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(e)	<p><b>4 x 1 mark</b> for <b>each</b> explanation linked <b>CAB/ ASA</b></p> <p>Minimum of <b>1 mark</b> from each agency</p> <p><b>(i) Citizens Advice Bureau (CAB)</b></p> <ol style="list-style-type: none"> <li>1. The Citizens Advice Bureau gives free advice on any subject <b>so that</b> everyone can access it as money is not required.</li> <li>2. The Citizens Advice Bureau gives confidential advice on any subject <b>so there</b> should be no worry about discussing private details.</li> <li>3. The Citizens Advice Bureau gives practical help/advice <b>so</b> they can help consumers get out of difficulties.</li> <li>4. The Citizens Advice Bureau gives information on consumer rights/ responsibilities <b>so that</b> consumers will be better informed to make decisions.</li> <li>5. The Citizens Advice Bureau can assist/sort out difficulties with benefit claims/help to fill in forms <b>so that</b> it ensures people are receiving their full entitlement.</li> <li>6. The Citizens Advice Bureau can help drafting letters <b>so that</b> support is given to those who do not have the skills to do so.</li> <li>7. The Citizens Advice Bureau can help negotiation with creditors <b>so that</b> it helps those in debt/reduces the chance of further debt.</li> <li>8. The Citizens Advice Bureau can help draw up a budget/a realistic payment plan for those in debt <b>so that</b> it can save them money in the long run.</li> <li>9. The Citizens Advice Bureau can help preparation of cases for tribunals/court <b>which</b> may improve their presentation of their case.</li> <li>10. The Citizens Advice Bureau can help preparation of cases for tribunals/court <b>which</b> prevents people with less income not being presented properly.</li> <li>11. The Citizens Advice Bureau may offer free sessions with local solicitors/accountants <b>so that</b> it allows people on low income access to services which they could not otherwise afford.</li> <li>12. The Citizens Advice Bureau may be accessed online <b>so that</b> consumers who work can access information out with normal working hours.</li> <li>13. The Citizens Advice Bureau provides non-bias advice <b>so that</b> it provides a reliable source of information.</li> </ol>	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(e)	<p>(cont)</p> <p><b>(ii) Advertising Standards Authority (ASA)</b></p> <ol style="list-style-type: none"> <li>1. Advertising Standards Authority (ASA) is an independent body (set up by the advertising industry) to police the rules laid down in the advertising code <b>so that</b> it is protecting consumers.</li> <li>2. Advertising Standards Authority (ASA) is an organisation (set up by the advertising industry) to monitor/control the content of advertisements in the press/on billboards/in the cinema <b>so</b> they are meeting guidelines/laws.</li> <li>3. Advertising Standards Authority (ASA) provides a voluntary code for advertisers to follow <b>so that</b> false claims cannot be made in adverts about products.</li> <li>4. Advertising Standards Authority (ASA) ensures that adverts are legal/decent/honest/truthful <b>so that</b> it protects consumers from being misled.</li> <li>5. Advertising Standards Authority allows the consumer to make a better choice/to make up their own mind <b>by</b> preventing advertisers attacking/discrediting other products.</li> <li>6. Advertising Standards Authority provides detailed rules about adverts dealing with health products <b>so that</b> companies cannot make false claims.</li> <li>7. Advertising Standards Authority ensures advertisers do not misuse scientific/medical terms in adverts <b>so that</b> it is preventing confusion.</li> <li>8. Advertising Standards Authority (ASA) prevents exploitation of children in adverts by administering codes of sale promotions/rules relating to the use of this age group <b>so that</b> it is keeping them safe.</li> <li>9. Advertising Standards Authority (ASA) supports consumers by investigating complaints made about advertisements/can stop the use of adverts <b>so</b> they meet requirements/guidelines etc.</li> <li>10. Advertising Standards Authority (ASA) protects the consumer <b>so that</b> it ensures that the rules contained in the British Code of Advertising Practice are followed in the UK.</li> </ol>		

<b>Context:</b>	<b>x</b>	<b>Lifestyle and Consumer Technology</b>
<b>Higher Home Economics. Analysis of the 2015 Question Paper</b>		
<b>Section A</b>		

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	The use of dietary reference values and an awareness of their dietary needs	1			1		1
4	Properties of fibres used for clothing/textile item	1			1		1
5	Sensory testing	1			1		1
6			Current voluntary labelling for food products, textile items and consumer goods and services	1	1		1
7			Sale and supply of Goods Act 1994	1	1		1
<b>Totals</b>		<b>4</b>		<b>3</b>	<b>7</b>	<b>0</b>	<b>7</b>

<b>Context:</b>	<b>x</b>	<b>Lifestyle and Consumer Technology</b>
<b>Higher Home Economics. Analysis of the 2015 Question Paper</b>		
<b>Section A (continued)</b>		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
8			Provision of community meals services	1	1		1
9	Causes of contamination and cross contamination	2			2		2
10			The use of dietary reference values and an awareness of their dietary needs	2		2	
11		Food politics			2	2	
12			Role and responsibilities of Environmental Health Department	2	2		2
13			Factors influence consumer choice of: Food and textile items Goods and services	2	2		2
14			The impact of Technological Developments on consumer choice of food, clothing and consumer goods and services	2		2	2
<b>Carried forward</b>		4		3	7	0	7
<b>Totals</b>		8		12	18	2	20

<b>Context:</b>	<b>x</b>	<b>Lifestyle and Consumer Technology</b>
<b>Higher Home Economics. Analysis of the 2015 Question Paper</b>		
<b>Section B Question 1</b>		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
a)			Parent and parenthood	<b>6</b>	6		6
b)			Prevention of debt	<b>4</b>		4	4
c)			Factors which influence consumer choice of: Food and textile items Goods and services	<b>6</b>	6		6
d)			Factors affecting changes in family lifestyles	<b>4</b>		4	4
<b>Totals</b>				20	12	8	<b>20</b>

<b>Context:</b>	<b>x</b>	<b>Lifestyle and Consumer Technology</b>
<b>Higher Home Economics. Analysis of the 2015 Question Paper</b>		
<b>Section B Question 2</b>		

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 an awareness of their dietary needs	5				5	5
b)	Other factors which affect health	6			6		6
c)			Food politics	4		4	4
d)			Current statutory/voluntary labelling requirements for food products, textile items and consumer goods	3	3		3
e)			Voluntary services available to the community	2	2		2
<b>Totals</b>		11		9	11	9	<b>20</b>

<b>Context</b>	<b>x</b>	<b>Lifestyle and Consumer Technology</b>
<b>Higher Home Economics. Analysis of the 2015 Question Paper</b>		
<b>Section B Question 3</b>		

<b>Question</b>	<b>Resource Management Unit</b>		<b>Consumer Studies Unit</b>		<b>Course Skills</b>		<b>Totals</b>
	<b>Course content</b>	<b>Mark</b>	<b>Course content</b>	<b>Mark</b>	<b>Knowledge</b>	<b>Evaluation</b>	
a)	Product development strategy	4			4		4
b)	Sensory Testing	4				4	4
c)			The impact of technological developments on consumer choice of food, clothing and consumer goods and services	4		4	4
d)			Family structures	4	4		4
e)			Provision of community meals services	4	4		4
<b>Totals</b>		<b>8</b>		<b>12</b>	<b>12</b>	<b>8</b>	<b>20</b>

<b>Context</b>	<b>x</b>	<b>Lifestyle and Consumer Technology</b>
<b>Higher Home Economics. Analysis of the 2015 Question Paper</b>		
<b>Section B Question 4</b>		

<b>Question</b>	<b>Resource Management Unit</b>		<b>Consumer Studies Unit</b>		<b>Course Skills</b>		<b>Totals</b>
	<b>Course content</b>	<b>Mark</b>	<b>Course content</b>	<b>Mark</b>	<b>Knowledge</b>	<b>Evaluation</b>	
a)	Prevention of dietary diseases	4			4		4
b)	Current dietary advice/ Scottish Dietary Targets	4				4	4
c)			Statutory services available to community	4	4		4
d)			Methods of paying for goods and services	4		4	4
e)			Role and responsibilities of CAB/ASA	4	4		4
<b>Totals</b>		<b>8</b>		<b>12</b>	<b>12</b>	<b>8</b>	<b>20</b>

<b>Context:</b>	<b>x</b>	<b>Lifestyle and Consumer Technology</b>
<b>Higher Home Economics. Analysis of the 2015 Question Paper</b>		
<b>Question Paper Summary: Mark Allocation</b>		

Question	Unit title		Course Skills		Totals
	Resource Management	Consumer Studies	Knowledge	Evaluation	
Section A	8	12	18	2	<b>20</b>
Section B					
1	0	20	12	8	<b>20</b>
2	11	9	11	9	<b>20</b>
3	8	12	12	8	<b>20</b>
4	8	12	12	8	<b>20</b>
<b>Totals</b>	<b>24-27</b>	<b>53-56</b>	<b>53-54</b>	<b>26-27</b>	<b>80</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]