



2012 Lifestyle and Consumer Technology

Higher

Finalised Marking Instructions

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2012 Home Economics

Lifestyle & Consumer Technology

Section A – Short Response Questions

Question		Response	Marking Guidelines
1.	Identify one sensory test	<ol style="list-style-type: none"> 1. Discrimination (test). 2. Duo Trio (test). 3. Paired comparison (test). 4. Preference (test). 5. Profiling (test). 6. Ranking (test). 7. Rating (test). 8. Taste threshold (test). 9. Triangle (test). 	<p>1 mark 1 mark for sensory test</p>
2.	Give one food source of Vitamin C.	<ol style="list-style-type: none"> 1. Citrus fruits – grapefruit/oranges/lemons/limes. 2. Blackcurrants. 3. Broccoli. 4. Brussels sprouts. 5. Cabbage. 6. Bean Sprouts. 7. Green peppers. 8. Kiwi fruits. 9. Peas. 10. Potatoes. 11. Rosehips. 12. Spinach. 13. Strawberries. 14. Parsley. 15. Papaya. 16. Cauliflower. 17. Kale. <p>Any other correct food source of Vitamin C.</p>	<p>1 mark 1 mark for food source</p>
3.	Name one condition needed for bacterial growth.	<ol style="list-style-type: none"> 1. Food. 2. Moisture. 3. Oxygen. 4. Suitable pH. 5. Time. 6. Warmth/temperature (5-63°C). 	<p>1 mark 1 mark for condition</p>
4.	State one source of non-starch polysaccharides (NSP)	<ol style="list-style-type: none"> 1. Fruit/vegetables (accept examples). 2. Oats. 3. Potatoes. 4. Pulse vegetables (beans/lentils/peas/beans). 5. Wholemeal bread/flour. 6. Wholegrain breakfast cereals/pasta/rice. <p>Any other food sources of NSP.</p>	<p>1 mark 1 mark for source</p>

Question		Response	Marking Guidelines
5.	Give one property of linen.	<ol style="list-style-type: none"> 1. Absorbent. 2. Cool to wear. 3. Creases easily. 4. Difficult to care for. 5. Difficult to iron. 6. Does not stretch. 7. Durability. 8. Flammable. 9. Strong. 10. Withstands washing at high temperature. 	<p>1 mark 1 mark for property</p>
6.	What does the abbreviation APR stand for?	<ol style="list-style-type: none"> 1. Annual Percentage Rate 	<p>1 mark</p>
7.	Explain the term "cruelty free."	<ol style="list-style-type: none"> 1. Products that have been produced without cruelty to animals. 2. Products that have not been tested on animals. 3. Products that have not harmed or injured animals. 	<p>1 mark 1 mark for explanation</p>
8.	Name one statutory label found on furniture.	<ol style="list-style-type: none"> 1. Cover fabric not flame resistant. 2. Fire resistant. 3. Flammability label. 	<p>1 mark 1 mark for label</p>
9.	Give two practical ways to reduce fat in the diet.	<ol style="list-style-type: none"> 1. Avoid eating biscuits/cakes/chocolates. 2. Avoid eating crisps/savoury snacks/pastry. 3. Avoid processed foods/convenience foods. 4. Check food labels for fat content (before buying food). 5. Choose healthy method of cooking/grilling/microwaving/steaming. 6. Choose fish/lean meat/cut off any fat. 7. Choose low fat versions of (dairy) produce (accept examples). 8. Use little olive oil/spray oil for stir-frying/frying. 9. Eat fruit/vegetables as a snack <p>Any other correct practical way to reduce fat in diet is acceptable.</p>	<p>2 marks 2 x 1 mark for each practical way</p>

Question		Response	Marking Guidelines
10.	Identify two advantages of breast feeding.	<ol style="list-style-type: none"> 1. Mother can bond with the baby. 2. Mothers can be less at risk of developing cancers. 3. No time spent preparing bottles. 4. (Provide baby with) milk at the correct temperature. 5. Provides quiet/relaxation time for mothers. 6. More economical/no need to buy formula. 7. More environmentally friendly/no wastage of plastic bottles. 8. (Breast milk) is germ free. 9. Can be expressed to allow partners to feed baby/allows mother to have time to herself. 10. Babies will gain the correct proportion of nutrients. 11. Babies less likely to become overweight. 12. Mother can lose weight. 13. Less chance of baby developing nappy rash/upset stomach. 14. Babies receive antibodies/protection from viruses 15. Babies less at risk of developing asthma/obesity/diabetes/allergies/skin conditions. 16. Can increase a baby's IQ. 	<p>2 marks 2 x 1 mark for each advantage</p>
11.	State two practical ways to manage debt.	<ol style="list-style-type: none"> 1. Keep in touch with all creditors. 2. Make a list of your debts. 3. Make an income/expenditure list. 4. Think of ways to reduce expenditure. 5. Don't ignore creditors' letters/phone calls. 6. Be honest with all financial transactions. 7. Contact the CAB/Money Advice Centre for support. 8. Contact a debt expert. 9. Offer creditors any disposable income. 	<p>2 marks 2 x 1 mark for each practical way</p>
12.	Identify two responsibilities of the Department for Environmental Food and Rural Affairs (DEFRA)	<ol style="list-style-type: none"> 1. Reforming of the Common Agricultural Policy. 2. Find ways of preventing future animal/plant/fish/disease outbreaks. 3. Development of the economy in rural areas. 4. Attempt to reduce rural poverty. 5. Ensuring high standards of animal health and welfare. 6. Ensure that farm animals/fish are protected from unnecessary pain or distress. 	<p>2 marks 2 x 1 mark for each correct responsibility</p>

Question		Response	Marking Guidelines
		7. Improves enjoyment of the countryside. 8. Protection/conservation of the environment. 9. Promotes better management and use of natural resources such as energy/water/fisheries/forest. 10. Promotes modern farming techniques. 11. Protection of public health in relation to food/animal diseases which can be transmitted to humans. 12. Promotion of food supply chain to meet consumer requirements. 13. Protecting public health in relation to diseases which can be transmitted through food/water/animals. 14. Providing information of the speciality food and drink sector. 15. Specific guidance on a range of foods.	
13.	Give two advantages of Fair Trade Foods	1. Improved quality of food. 2. Do not cost much more than other products. 3. Improves pay/working conditions of workers. 4. Increasing range for consumers to select from. 5. Produced in environmentally friendly way/organically.	2 marks 2 x 1 mark for each advantage
14.	Identify one advantage and one disadvantage of online banking	Advantage of online banking 1. (Banking) can be done out of normal banking hours. 2. (Banking) can be done in the comfort of your home. 3. (Banking) can be done at a time convenient to you. 4. Online banking service is free. 5. Can apply for an overdraft/loan without appointment. 6. Allows you to compare banking facilities with other banks. 7. Allows payment of household bills. 8. Access to bank account when abroad. 9. Easier to keep track of money. Disadvantage of online banking 1. Not all homes have Internet facility. 2. (Older generations) may prefer the personal service. 3. Increased risk of fraud/personal details may be accessed by others. 4. Using internet to access bank account costs money. 5. Users may have difficulty/problems/make errors using a computer. 6. Users may forget passwords. 7. Users cannot withdraw money.	2 marks 1 x 1 mark for one correct advantage 1 x 1 mark for one correct disadvantage

Section B

Question 1

(a) Identify and explain **three** functions of the family.

Marking Instructions:

3 × 1 mark for **each** function.

3 × 1 mark for **each** explanation linked to the function of the family.

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

Total – 6 marks (KU)

Function	Explanation
1. Care/Support	<ol style="list-style-type: none"> 1. The role of the family is to provide care/support for family members so that individuals can develop independence (within the family group). 2. The role of the family is to care for each other during times of bereavement/loss so they are an emotional support for each other. 3. The role of the family is to look after/support elderly parents so that they are cared for (in their old age). 4. The role of the family is to ensure that family members are cared for/supported at all times so they feel secure. 5. The role of the family is to ensure their children are well fed so they maintain good health. 6. The role of the family is to ensure that they provide adequate clothing for their children so that they are protected from the elements. 7. The role of the family is to provide adequate shelter/a home for their family so that they maintain a safe environment in which to live. 8. Siblings should provide care/support for one another so they feel love, protected/safe.
2. Economic support/money/ financial support	<ol style="list-style-type: none"> 1. The role of the family is to make positive lifestyle choices so that they support their family financially. 2. The role of the family is to spend money on essentials for their family rather than on alcohol/drugs/gambling so that they meet their needs. 3. The role of the family is to ensure that adequate housing is provided for their family so that they have protection from the elements/shelter. 4. The role of the family is to ensure that they have economic responsibility for feeding their family so that they are not malnourished/grow/develop properly. 5. The role of the family is to ensure that they have economic responsibility for clothing their family so that they are socially acceptable/warm. 6. The role of the family is to ensure that they have economic responsibility for funding Higher Education/Further Education training for their children so that they can improve their education/job prospects.

Question 1 (continued)

Function	Explanation
3. Education/training	<ol style="list-style-type: none"> 1. The role of the family is to ensure that their children are educated to the age of 16 so that they fulfil their legal requirement. 2. The role of the family is to help in the development of skills so they support their child's/children's learning at school. 3. The role of the family is to help in the development of numeracy skills so that they are able to use basic arithmetic skills and carry out calculations. 4. The role of the family is to help in the development of speaking so that they are able to communicate verbally. 5. The role of the family is to help in the development of writing skills so that they are able to communicate in the written form. 6. The role of the family is to help in the development of drawing so that they are able to communicate graphically. 7. The role of the family is to help in the development of dressing so that they can dress themselves independently. 8. The role of the family is to help in the development of coordination so that they have the skills of manual dexterity required for independence. 9. The role of the family is to teach children right and wrong so that they can function socially. 10. The role of the family is to teach children the rules of the society that we live in so that they are prepared for independent living.
4. Emotional support/love/companionship	<ol style="list-style-type: none"> 1. The role of the family is to provide love to one another so that each member feels that they are being cared for. 2. The role of the family is to provide an emotional support system to one another so that each member feels supported (during difficult times). 3. The role of the family is to provide friendship so that they can turn to one another when necessary. 4. The role of the family is to provide emotional security for one another so that they feel secure (during difficult times).
5. Safety/protection	<ol style="list-style-type: none"> 1. The role of the family is to provide a safe environment (baby alarms/smoke alarms etc) so that accidents/injuries are prevented. 2. The role of the family is to provide protection for all members of the family so that accidents/injuries are prevented.
6. (Provide) clothing	<ol style="list-style-type: none"> 1. The role of the family is to provide clothing for members of the family so that they are decent. 2. The role of the family is to provide clothing for members of the family so that they are protected from the elements. 3. The role of the family is to provide clothing for members of the family so that they maintain body temperature/warm.
7. (Provide) food	<ol style="list-style-type: none"> 1. The role of the family is to provide food for the members of the family so that they are nourished. 2. The role of the family is to provide food for members of the family so that they meet their nutritional needs. 3. The role of the family is to provide healthy food so that family members can follow current dietary advice.

Question 1 (continued)

Function	Explanation
8. (Provide) shelter	<ol style="list-style-type: none"> 1. The role of the family is to provide shelter for members of the family so that they are warm. 2. The role of the family is to provide shelter for members of the family so that they are protected against the elements. 3. The role of the family is to provide shelter for members of the family so that they are protected from conditions such as hyperthermia.
9. Social control	<ol style="list-style-type: none"> 1. The role of the family is to teach children how to behave appropriately/develop appropriate skills so that they can interact effectively within society. 2. The role of the family is to teach children the difference between right and wrong, good and bad behaviour so that they can interact effectively within society. 3. The role of the family is to ensure that children are trained in social skills so that they can behave appropriately with different people in a variety of life situations. 4. The role of the family is to ensure that children are trained in social skills so that they build relationships with others.
10. Socialisation/ Social Skills/ Socialising	<ol style="list-style-type: none"> 1. The role of the family is to teach the customs/traditions/language/beliefs/values/rules which make up society so that children can live and function effectively within that society. 2. The role of the family is to ensure that children know how to behave appropriately in society so that they can form positive relationships. 3. The role of the family is to teach children to accept the authority of parents/teachers/elders so that they can understand and show respect. 4. The role of the family is to influence the choice of foods/goods/services so that they can encourage responsible choices. 5. The role of the family is to ensure that their children learn the norms of the culture in which they live so that they can function effectively within the society in which they live. 6. The role of the family is to ensure that their culture is socially transmitted / passed through socialisation/generation-to-generation so that children understand their culture/function effectively within their culture. 7. The role of the family is to ensure that they teach their children good and bad behaviour so they can cope/mix/live in society. 8. The role of the family is to teach their children basic values so that they can function within society.
11. Reproduction	<ol style="list-style-type: none"> 1. The role of the family is to create future generations.

Question 1 (continued)

(b) Evaluate how **each** of the following could affect a family.

- (i) Divorce.
- (ii) Death of a family member.

Marking Instructions:

4 × 1 mark for **each** point of evaluation which must make reference to the family.
Minimum of **1** mark from each area.

Fact – linked to divorce/death of family member.

Opinion – good or bad.

Consequence – linked to the family (family implied).

Total – 4 marks (EV)

(i) **Divorce** **Positive**

- P 1 **Divorce** may increase the advice available/financial support to a **family** therefore this will be good for single parents **as** that they find it easier to cope financially/with aid of benefits.
- P 2 **Divorce** has increase the number of agencies available to support a **family** therefore this will be good for single parents **as** they can get advice/help to maintain their lifestyle.
- P 3 **Divorce** may prevent/reduce arguments which can stress/upset children in a **family** therefore this will be good **as** it prevents further stress/suffering of the children.
- P 4 **Divorce** is more common which has led to an increase in single parent **families** therefore this will be good **as** family members may not have a different lifestyle/feel alone/stigmatised.

Negative

- N 1 **Divorce** can cause emotional upset for the whole **family** which is **bad** as many changes take place and family members may feel insecure/unloved.
- N 2 **Divorce** may result in considerable loss of income which is **bad** as this can result in financial hardship on the **family** lifestyle/dependency on state benefits/stigma of state benefits.
- N 3 **Divorce** may result in a lower household income so this may have a **bad** effect on the **family** as there will be less money available for essential/non essential purchases.
- N 4 **Divorce** often results in extended families being broken which is **bad** as this can have a negative effect on the **children** as they may have less access to grandparents.
- N 5 Rising **divorce** rates can mean that children live between two homes (parents) which is bad as this can have a negative effect/stressful for parents/child/the **family** as this can be disruptive
- N 6 **Divorce** may result in **children** moving home which is **bad** as they may lose contact with their neighbours and friends.
- N 7 **Divorce** may result in **sibling** separation which is **bad** as they will be more emotionally distant from their brother/sister.
- N 8 **Divorce** may result in a change in school/education provision which is **bad** as **children** have to re-establish themselves with new peers/friends/teachers.
- N 9 **Divorce** may result in losing friends when they move home which is **bad** as **children** find it difficult to make new friends.
- N 10 **Divorce** may result in **children** being stigmatised which is **bad** as they may be isolated from their peer/potential friends.
- N 11 **Divorce** may result in a breakdown in the relationship with other parent which is **bad** as **children** may find it more difficult to develop that relationship.

Question 1 (continued)

- (ii) **Death of a family member**
- Negative**
- N 1 **Death of a family member** may mean a partner/spouse is left alone which is bad as this can result in the surviving partner feeling lonely/reluctant to care/care for themselves/eat properly.
- N 2 **Death of a family member** may mean added responsibility for a family which is **bad** as they may need to care for an elderly relative/look to other agencies for support/increasing stress.
- N 3 **Death of a family member** may change financial circumstances in the family which is **bad** as this can result in a loss of income/financial security/funeral costs..
- N 4 **Death of a family member** can cause emotional upset, this is **bad** as may cause depression/psychological problems/grief/behavioural problems.
- Positive**
- P 1 **Death of a family member** may be a relief to the family if the person has been ill/suffering/hospitalised for a long time which is **good** as it reduces stress levels/anxiety for the family.
- P 2 **Death of a family member** may mean the family members may provide support/comfort for each other which is **good** as it is an emotional/distressing time for all concerned so bringing the family closer together.
- P 3 **Death of a family member** may mean the family will inherit money/property which is **good** as it may create financial stability.

Question 1 (continued)

(c) Explain the role of the Samaritans

Marking Instructions:

2 x 1 mark for each point of explanation linking to the role of the **Samaritans**.

Total – 2 marks (KU)

Samaritans

1. All information relating to a caller is confidential to **Samaritans so** other people will not find out about their problem/issues unless the caller wants them to know.
2. Callers can contact **Samaritans** by telephone/letter/email 24 hours a day, so a volunteer will always be available to respond to them.
3. Callers in need of **Samaritans'** service are accepted without prejudice and encouraged to talk/write about their feelings/acknowledge their emotions/explore options **as** the service will provide unbiased help and advice.
4. **Samaritan** volunteers can call an ambulance if a caller appears to be incapable of making rational decisions for him/herself **as** it could prevent him/her dying or becoming injured.
5. **Samaritan** volunteers can give help in face to face conversations and this may suit certain callers **as** often people like to see who they are talking to/or may have difficulty in using the telephone to discuss their issues with someone.
6. **Samaritan** volunteers use their listening skills so recognise the needs of callers and respond appropriately.
7. **Samaritan** volunteers are impartial so they will not impose their own convictions/or influence callers/in regards to politics/philosophy/religion.
8. The **Samaritans** is a 24-hour-a-day service providing confidential support so can help people who are experiencing feelings of distress/despair/suicide.
9. The **Samaritans** provide a (free) service so anyone can have access to it.
10. **Samaritan** volunteers are trained so as a result are very effective in dealing with anyone who calls.

Question 1 (continued)

(d) Explain how **each** of the following factors may influence food choices of school pupils.

- (i) Peer Pressure
- (ii) Advertising
- (iii) Education
- (iv) Culture/religion

Marking Instructions:

4 x 1 mark for **each** point of explanation linking to **each** area in relation to food choice for a **school pupil**.

Total – 4 marks (KU)

(i) Peer pressure

1. **Pupils** may choose certain foods **so** they blend in/are part of a group in school.
2. **Pupils** may choose/purchase their food from specific retail outlets **as** their friends are doing the same.

(ii) Advertising

1. Advertising may persuade a **pupil** into buying a food product **because** they have been made aware of it.
2. Advertising raises awareness of new food products available/special offers/changes to the product that might be of interest to the **pupil** so persuades them to purchase it.
3. Retail outlets/supermarkets may have special promotions on foods so **pupils** buy them.
4. School **pupils** may choose food as it has been advertised/promoted by an idol.
5. TV advertising may promote special offers on suitable foods, so are chosen by **pupils**.

(iii) Education

1. The **pupils'** knowledge about food/how to prepare food/cook the food will affect whether they choose it or not/they may not be able to prepare/cook it.

(iv) Cultural/religion

1. **Pupils** who are vegetarians/vegans will not choose foods which come from animals/products from animals **as** it does not fit in with beliefs.
2. **Pupils** with a strong interest in environmental issues may choose food as it is organic.
3. **Pupils** may hold strong beliefs, **which** may affect the choice of food.
4. There are many different traditions associated with food. **Therefore** season/celebration will influence the type of food available for pupils to purchase (e.g. Easter/Christmas have various food traditions associated with them).
5. In a multicultural community, there are many foods available for **pupils so** increases choice..
6. In a multicultural community, there are a variety of foods which are not permitted to eat (e.g. Muslims do not eat pork) which means that **pupils** have less food choice.

Question 1 (continued)

(e) Evaluate **each** of the following methods of payment.

- (i) Cash
- (ii) Credit Card

Marking Instructions:

4 x 1 mark for **one** evaluation point related to the method of payment.

Minimum of 1 mark from each method of payment.

Fact – about **cash** or **credit card**.

Opinion – good or bad.

Consequence – of the fact for user/retailer.

Total – 4 marks (EV)

(i) **Cash**

Positive

- P 1 **Cash** could be a **good** method of payment as it is easy/straightforward **so** the transaction will take place quickly.
- P 2 **Cash** could be a **good** method of payment **as** it can be used to purchase the goods in any store **so** there may be more choice of outlet/goods.
- P 3 **Cash** could be a **good** method of payment **as** they will only be able to spend the cash they have and **so** will not be able to overspend.
- P 4 **Cash** could be a **good** method of payment for the goods **as** payment is immediate and **so** the product is owned straight away.
- P 5 **Cash** may be a good method of payment **as** a lower price may be negotiated **so** saving money.

Negative

- N 1 **Cash** may be a bad method of payment **as** money may be lost/stolen and **therefore** goods cannot be purchased/money cannot be returned.
- N 2 **Cash** would be bad as a method of payment **as** you would have to wait until you have saved the money and **so** have to delay purchasing the goods/service
- N 3 **Cash** would be a bad 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.

Question 1 (continued)

(ii) Credit Card

Positive

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

Negative

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

Question 2

(a) The table opposite shows a day's nutrient content of meals eaten by a 5 year old girl.

Using your knowledge of nutrition and the information provided, evaluate the suitability of this day's nutritional intake.

Marking Instructions:

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

Opinion – nutrient high/low – good/bad for person

Fact – function of nutrient

Consequence – consequence of the fact for the 5 year old girl.

Total – 5 marks (EV)

Energy (lower)

Positive

P 1 The day's meal is lower in energy which may be good as the **5 year old girl's** level of physical activity may not be high **therefore** she may not feel tired/weak.

P 2 The day's meal is lower in energy which may be good as the **5 year old girl's** level of physical activity may not be high **so therefore** she is less likely to become overweight/obese in later life.

Negative

N 1 The day's meal is lower in energy which is bad as the **5 year old girl** may be very physically active **therefore** reduced levels of energy could leave her feeling tired/weak/unable to cope with activities.

N 2 The day's meal is lower in energy which is bad as energy is needed for all body activities **so** the **5 year old girl** may use up stored energy which can lead to weight loss.

Protein (lower)

Positive

P 1 As protein intake is lower this is good as the **5 year old girl** will not store excess protein as fat **so** there is less chance of obesity.

Negative

N 1 The protein intake is lower which is bad for the **5 year old girl** as protein is required for repair/maintenance of body cells and tissues **so** wounds/injuries would take longer to heal.

N 2 The protein intake for this day's meal is low which is bad for the **5 year old girl** as protein is needed for growth **so** she may not develop properly.

Question 2 (continued)

Vitamin A (lower)

Negative

- N 1 This day's vitamin A intake is slightly low this is bad for the **5 year old girl** as vitamin A is required for manufacture of visual purple **so** she could suffer from night blindness.
- N 2 This day's vitamin A intake is slightly low this is bad for the **5 year old girl** as vitamin A keeps mucous membranes moist **so** she could suffer from dryness of the eyes.
- N 3 This day's vitamin A intake is slightly low this is bad for the **5 year old girl** as vitamin A is one of the anti-oxidant vitamins **so** she could suffer from and increased risk of cancer/coronary heart disease in later life.
- N 4 This day's vitamin A intake is slightly low this is bad for the **5 year old girl** as vitamin A is required for mucus secretions **which** will help to prevent infection in eyes/lungs/throat/digestive tract.
- N 5 This day's vitamin A intake is slightly low this is bad for the **5 year old girl** as vitamin A is required for normal growth in children **so** if this continued for a period of time her growth may be restricted.
- N 6 This day's vitamin A intake is slightly low this is bad for the **5 year old girl** as vitamin A may be linked to improve brain function **so** if this continued over a period of time brain function may be restricted.

Iron (higher)

Positive

- P 1 This day's intake of iron is high this is good for the **5 year old girl** as iron is needed to prevent anaemia **so** the girl will not be tired/lack in energy.
- P 2 This day's intake of iron is high which is good for the **5 year old girl** as it will transport oxygen/release energy **so** allow the girl to take part in activities easily.
- P 3 This day's intake of iron is high which is good for the **5 year old girl** as is needed for the formation of red blood cells which carry oxygen around your body **so** preventing anaemia/tiredness/lethargy.
- P 4 This day's intake of iron is high which is good for the **5 year old girl** as iron is required for brain function and **so** there should be no reduction in her learning ability.

Negative

- N 1 Although the intake of iron is higher there is no amounts shown for folic acid/vitamin C this may not be good for the **5 year old girl** as this is needed to help absorb iron **therefore** iron present in the diet may not be absorbed.

Sodium (higher)

Positive

- P 1 This day's intake of sodium is high this may be good for the **5 year old girl** **as** sodium is needed for the correct muscle and nerve activity **so** a lack of sodium can lead to muscle cramps.

Question 2 (continued)

Negative

- N 1 This day's intake of sodium is high which is bad for the **5 year old girl** as a high intake of sodium is linked to high blood pressure and **so** could result in damage to the arteries/increased risk of CHD.
- N 2 This day's intake of sodium is high which is bad for the **5 year old girl** as excess salt can cause ulcers **which** can lead to stomach cancer in later life.
- N 3 This day's intake of sodium is high which is bad for the **5 year old girl** as kidneys cannot excrete the excess sodium **so** this can lead to kidney problems for children.
- N 4 This day's intake of sodium is high which is bad for the **5 year old girl** as too much sodium can lead to hardening of the arteries **which** can lead to CHD in later life.
- N 5 This day's intake of sodium is high which is bad for the **5 year old girl** as this can lead to the extraction of calcium from the bones **which** can cause weakening of the bones/teeth.

Vitamin B1 (higher)

Positive

- P 1 This day's intake of vitamin B1 is high this is good for the **5 year old girl** as it ensures normal growth for children **so** she will grow properly.
- P 2 This day's intake of vitamin B1 is high this is good for the **5 year old girl** as it is required for the release of energy from carbohydrates/glucose **so** she will not feel tired.
- P 3 This day's intake of vitamin B1 is high this is good for the **5 year old girl** as it is required for the growth/normal functioning of the nervous system **so** she should not develop a problem with her reflexes/memory.
- P 4 This day's intake of vitamin B1 is high this is good for the **5 year old girl** as it maintains muscle tone **so** prevents strains/maintains movement.

Question 2 (continued)

(b) Identify and explain **three** factors that may cause dental caries.

Marking Instructions:

3 x 1 mark for each correctly identified factor

3 x 1 mark each explanation of factor linked to cause of dental caries

Factor has to be identified before mark is awarded for explanation.

Where the factor is incorporated in the explanation this can be credited.

Total – 6 marks (KU)

Factor	Explanation
1. Too much sugar	<ol style="list-style-type: none"> 1. Sugar mixed with saliva creates a sticky mixture which sticks to teeth and so attacks the enamel. 2. Bacteria in the mouth feed on sugary residue and converts it to acid which erodes the teeth's protective covering/enamel. 3. Sugar/sugary foods/drinks cause a build up of plaque acid which attacks the enamel of teeth. 4. Sugary sticky snack between meals prolongs exposure to the acid which causes a build-up of plaque acid so eroding the enamel of the teeth.
2. Too much sodium/salt	<ol style="list-style-type: none"> 1. Sodium/salt extracts calcium from the bone which will weaken the teeth.
3. Lack of calcium	<ol style="list-style-type: none"> 1. Calcium is needed to make calcium phosphate for strong teeth therefore a lack of calcium will prevent teeth/tooth enamel hardening. 2. Calcium is needed for strong teeth therefore a lack of calcium can lead to tooth decay/dental caries. 3. If calcium levels are too low then nutrients are removed from teeth back to blood making teeth weaker.
4. Lack of phosphorous	<ol style="list-style-type: none"> 1. Phosphorous is needed to make calcium phosphate for strong teeth therefore a lack of calcium will prevent teeth/tooth enamel hardening. 2. Phosphorous is needed alongside calcium for strong teeth therefore a lack of phosphorous results in weaker teeth.
5. Lack of vitamin D	<ol style="list-style-type: none"> 1. Vitamin D is needed for the absorption of calcium therefore lack of vitamin D, lack of calcium and weaker teeth. 2. Lack of vitamin D means we can not absorb the calcium in food therefore leading to weaker teeth.
6. Lack of vitamin C	<ol style="list-style-type: none"> 1. Vitamin C is needed for healthy gums so a lack will prevent gums staying healthy/will lead to receding gums so teeth are more exposed to plaque/acid erosion/fallout.

Question 2 (continued)

Factor	Explanation
7. Poor oral hygiene	<ol style="list-style-type: none">1. Ineffective brushing can cause a build-up of plaque which leads to acid erosion.2. Not visiting the dentist twice a year to have teeth checked can mean decay/gum disease is not detected.3. An old toothbrush bristles become splayed/frayed making them ineffective so unable to remove all plaque from teeth.4. Not using dental floss to clean between teeth will create a build-up of plaque/acid which leads to erosion of enamel.
8. Too many sticky foods	<ol style="list-style-type: none">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.2. Sticky foods do not require a lot of chewing therefore gums are not being exercised which can cause infection.
9. Eating Patterns	<ol style="list-style-type: none">1. Eating sugary foods late at night cause a build-up of plaque acid which attacks the enamel during your sleep.2. Avoid sugary/sticky snacks as this causes a build-up of plaque prolonging exposure to the acid which attacks tooth enamel.3. Do not miss breakfast as high sugary/sweet foods may be eaten during the morning to compensate which will cause a build-up of plaque acid.
10. Fizzy/Acidic Drinks/Food	<ol style="list-style-type: none">1. Carbonated/fizzy/flavoured soft drinks/diet drinks can be very acidic/acidic foods which can cause erosion of the enamel/teeth.
11. Eating between meals/constant snacking	<ol style="list-style-type: none">1. Snacking on (sugary) foods between meals encourages plaque acid as saliva is unable to neutralise acids which lead to tooth decay/dental caries.
12. Low intake of crunchy food/fruit/vegetables	<ol style="list-style-type: none">1. Crunchy foods exercise the gums and increase the flow of saliva over the teeth which help to neutralise acid preventing tooth decay/dental caries.

Question 2 (continued)

(c) Evaluate the use of preservatives in food.

Marking Instructions:

3 x 1 mark for **each** point of evaluation linked to preservatives in food.

Opinion – good/bad

Fact – about preservatives

Consequence – of the fact on food

Total – 3 marks (EV)

Positive

- P 1. Food preservatives are good **as** they protect foods from micro-organisms/ bacteria/yeasts/moulds **which** help keep food safer for longer.
- P 2. Food preservatives are good as they protect foods from micro-organisms/ bacteria/yeasts/moulds which gives food a longer shelf life.
- P 3. Food preservatives are good as they prevent the discolouration of food **which** makes foods appear more pleasant.
- P 4. Food preservatives are good as they make food safer for longer periods of time **which** reduces food wastage.
- P 5. Food preservatives are good as they make food safer for longer periods of time **which** reduces the need to shop frequently.
- P 6. Food preservatives are good as they allow manufacturers to transport food in bulk foods which keeps cost down/makes food cheaper.
- P 7. Food preservatives as good as they slow down enzymic action **which** keeps food looking fresher.

Negative

- N 1. Food preservatives may be bad as some nutrients can be lost during the preservation process **which** means that the goodness of some foods can be lost.
- N 2. Food preservatives may be bad as food is not as fresh as it could be **which** means food is not of the best quality.

Question 2 (continued)

(d) Explain the use of breathable membranes for outdoor wear.

Marking Instructions:

3 x 1 mark for **each** point of explanation of breathable membranes linked to **outdoor wear**.

Total – 3 marks (KU)

1. **Breathable membranes** allow heat from the body to pass through the fabric **which** ensures the **outdoor wear** is comfortable to wear.
2. **Breathable membranes** are lightweight/not heavy **which** ensure the **outdoor wear** is comfortable to wear/outdoor activities can be carried out easily.
3. **Breathable membranes** are long lasting **so** the **outdoor wear** will provide value for money.
4. **Breathable membranes** are weatherproof **so** making the **outdoor wear** suitable for all outdoor activities.
5. **Breathable membranes** keep the wearer dry **so** the **outdoor wear** will not build up sweat/will be comfortable to wear.
6. **Breathable membranes** reduce the build up of moisture inside the **outdoor wear**, this is good **as** it makes waterproof clothing much more comfortable/no condensation forms in the **outdoor wear**.

Question 2 (continued)

(e) Explain the benefits of **each** of the following labels to the consumer.

- (i) Lion Mark
- (ii) Recycling
- (iii) Vegetarian

Marking Instructions:

3 x 1 mark for **each** point of explanation linked to the benefit of each label to the **consumer**.

Total – 3 marks (KU)

Lion Mark

1. It informs the **consumer** that the toys they are purchasing are safe in relation to their mechanical/physical/inflammable properties.
2. The Lion Mark gives the **consumer** confidence that they are purchasing a toy which is safe.
3. A toy carrying the Lion Mark shows the **consumer** that it has been made by a reputable manufacturer who adheres to a strict code of practice.
4. The Lion Mark is only present on goods which meet the highest standard of safety and quality showing the **consumer** it is of good quality/safety.
5. The Lion Mark is bright red and yellow which is easily recognisable for **consumers** to identify toys that are safe for children to use.

Recycling

1. Shows that the product is made from recycled materials **which** allow **consumers** to make environmentally friendly choices.
2. Shows that the product can be recycled which allows/promotes **consumers** to recycle.
3. The labels allow **consumers** to recycle products appropriately by indicating the materials the product is made from.
4. Allows **consumers** to reduce household waste by choosing recyclable products therefore it helps to reduce flow into landfill sites.
5. **Consumers** can choose to recycle packaging made with scarce natural resources; therefore it helps make environmental choices easier.
6. The labels promote recycling which reminds **consumers** to recycle products
7. Shows the producer has made a contribution towards the recycling of packaging which helps **consumers** make environmentally friendly choices.
8. Some labels show how easy certain materials are to recycle so **consumers** are aware of how easy the product will be to recycle.

Vegetarian

1. Products carrying the ('**Vegetarian Society Approved**') logo must fulfil certain requirements laid down by the Vegetarian Society so **consumer** knows the product is for vegetarians/so do not need to check the label.
2. The label ensures that products are free of animal flesh/meat/bone stock/animal fats/gelatine/aspic so **consumers** can be assured that the product is suitable for vegetarians.
3. The label indicates that products and ingredients should not have been tested on animals so **consumers** know no animal came to any harm in the production of this product.
4. The label shows that eggs used are free range which assures **consumers** that the hens are allowed to run about freely/lay eggs naturally.
5. The label shows that there is no Genetically Modified (GM) ingredients used which assures **consumers** that no animal/plant life has been harmed in the production of this product.

Question 3

(a) Identify and explain **three** stages in the development of sportswear.

Marking Instructions:

3 × 1 mark for correctly identifying **each stage**.

3 × 1 mark for explanation linked to development of **sportswear**.

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

Total – 6 marks (KU)

<p>1. Concept Generation</p>	<ol style="list-style-type: none"> 1. Thinking up new ideas/looking for gaps in the market of sportswear so that idea is potentially successful. 2. This stage involves developing ideas for a new sportswear. 3. At this stage the manufacturer needs to compile a design specification for the sportswear so that all requirements are being considered. 4. Development of new ideas for sportswear from market analysis of previously successful styles so that this could be incorporated. 5. Manufacturers do not want to replicate existing products in the market so they will list styles of sportswear to be avoided.
<p>2. Concept Screening</p>	<ol style="list-style-type: none"> 1. Allow ideas for the sportswear to be generated so that a prototype can be developed. 2. Allows the manufacturer to develop a specification against which to develop sportswear ideas so that this item is potentially successful. 3. Consider all ideas for sportswear, keep some and discard others so that the item is desirable to potential customers. 4. Specification allows manufacturer to eliminate sportswear ideas so that they are not costly/difficult to process/do not meet other constraints 5. The best sportswear idea is taken forward and a specification is written so that it meets the design brief. 6. This stage allows the production process to move away from initial ideas of the sportswear so that actual development issues can be considered.
<p>3. Prototype Production</p>	<ol style="list-style-type: none"> 1. At this stage the sportswear will be developed/manufactured for the first time so that any issues or problem can be identified. 2. The sportswear is developed and checked against the specification so that it meets the original design brief. 3. The sportswear is tested for appeal so that it may be further modified or rejected. 4. This step allows for testing to be carried out so avoiding costly mistakes before the first production run of the sportswear.

4. Product Testing	<ol style="list-style-type: none"> 1. Allows the range of possible sportswear to be further refined so that the most suitable/popular product will be kept. 2. Allows the sportswear to be further refined/eliminated so taking consumer opinions into account. 3. This is an important stage as it allows the sportswear to be tested (on consumers) so opinions can be obtained.
5. Information and advertising material designed for packaging	<ol style="list-style-type: none"> 1. Allows advertising teams to cost the advertising programme and packaging for the sportswear so that it is within the required budget. 2. Legal and advertising teams develop the selling techniques for the sportswear so that customers are aware of the product. 3. Legal labels will be designed and produced for sportswear so that the correct information is communicated to consumers. 4. Packaging of sportswear will be investigated/tested so that customers are attracted to the product.
6. First production run	<ol style="list-style-type: none"> 1. This is the first production run of the sportswear so that issues or problems can be assessed. 2. Allows for the quality assurance team to test the sportswear so that it is manufactured to the desired quality. 3. An important stage in the development of the sportswear as it affects many of the other stages.
7. Marketing Plan	<ol style="list-style-type: none"> 1. Allows for the development of a range of activities so that the sportswear can be promoted. 2. The potential marketing mix is an important stage as determines the initial pricing of the sportswear. 3. Packaging for the sportswear can be finalised so it can be taken into account in marketing plans.
8. Launch	<ol style="list-style-type: none"> 1. The sportswear is now on sale and so must be promoted to the consumer. 2. Piloting of the sportswear could be carried out to monitor the sales in a small area. 3. From experience gained during the piloting of the sportswear the manufacturer can adjust the marketing plan so making it more effective. 4. Finally, the sportswear is launched into the national market place and so the market can be monitored. 5. Sales figures of the sportswear will be checked initially/will provide regular feedback so that the manufacturer can adapt/change the marketing approach as quickly/economically/effectively as possible. 6. Market research will provide regular feedback on the sportswear so this allows the sportswear to continue to be refined/improved.

Question 3 (continued)

- (b) The star profile shows the results of testing a fabric for sportswear. Evaluate the suitability of the fabric for **sportswear**.

Marking Instructions:

4 × 1 mark for **each** evaluation point linked to the suitability of the fabric for **sportswear**.

Fact – rating for fabric high/low

Opinion – good/bad

Consequence – of the rating for sportswear

Total – 4 marks (EV)

Colourfastness (4) high

1. High rating for colourfastness is **good** for sportswear; as the colours will not fade in the wash therefore keep good appearance for longer.
2. High rating for colourfastness is **good** for sportswear, as the colours will not fade therefore giving value for money/last longer.

Crease Resistance (5) high

1. The rating for crease resistance is high which is good for **sportswear** as it will not show creases during packing/transportation/wear **so** will look good at all times.

Durability (4) high

1. The rating for durability is high which is good because the **sportswear** fabric will be strong, **so** can withstand frequent use.
2. The rating for durability is high which is good because the **sportswear** fabric will be strong, **so** should wear well/not tear during use.
3. The rating for durability is high which is good because the **sportswear** fabric will be strong, **so** should last a long time/be good value for money/not need replaced.

Ease of care (2) low

1. Low rating for ease of care is not good for **sportswear as** this means that the fabric will require ironing **therefore** creating more work/taking up time for the wearer.
2. Low rating for ease of care is not good for **sportswear as** it will need to be washed after every wear to smell fresh/get rid of bacteria/body odours.
3. Low rating for ease of care is not good for **sportswear as** it may need to be washed after every wear in a longer wash programme which uses more energy/costs more/uses more electricity.

Elasticity (Stretch) (5) high

1. High rating for stretch is good for **sportswear as** makes the garment figure hugging **therefore** no drag on the athlete's movements/enhance performance.
2. High rating for stretch is good for **sportswear** as the fabric may be knitted therefore the fabric will be warmer to wear (for the athlete).
3. High rating for stretch is good for **sportswear** as the fabric will stretch well **therefore** the athlete's performance will not be hindered.
4. High rating for stretch is good for **sportswear** as the fabric will stretch well **therefore** the athlete will not be restricted in their movements/comfortable.

Question 3 (continued)

- (c) Explain how each of the following statutory services can support a family.
- (i) Education
 - (ii) National Health Service (NHS).

Marking Instructions:

4 × 1 mark for **each** point of explanation.
Minimum of **one** mark from each service.

Answers should show understanding of the service provided by Education/NHS.

Total – 4 marks (KU)

Education services

1. **Education services** provide free education to children between the ages of (3-18) **so** ensures the same learning opportunities for all children/provides life skills for the future/increases job opportunities.
2. **Education** allows the children in the family to access the careers service **so** helps in choosing a career/course that best meets their needs when they leave school.
3. **Education services** have implemented healthier options/hungry for success/nutritional guidelines/the Schools (Nutrition & Health Promotion) Act, so they can access healthier foods/avoid unhealthy options (which could lead to diet related diseases).
4. **Education services** may run extra-curricular sports club **so** that the family can rely on the child accessing the exercise facility outside school hours/helps the child take part in exercise.
5. **Education services** may run a breakfast club **so** that the family can rely on the child accessing the facility/breakfast (which ensures the child has breakfast on these days.)
6. **Education** provides a safe environment for children during term time/5 days per week, **so** the parents can relax in the knowledge that their children are safe (during the school day).
7. **Education services** provide access to a hot meal each day **so** parent may assume the children are consuming the food each day.
8. **Education services** provide access to psychological services **so** the family can use this should the behaviour of the child indicate the child would benefit from access to a psychologist.
9. **Education services** provide 'in loco parentis'/after school clubs during term time **so** that their children are safe during the after school activity.
10. **Education services** provide sports facilities (encouraging a healthy lifestyle) to your family members **so** may establish a pattern of exercise continued in later life/makes the child take part in exercise/helps control body weight.
11. **Education services** provide support in class for children in the family with specific learning needs **so** helps them access the curriculum.
12. **Education services** provide support for children in the family with specific learning needs **so** assist in diagnosis of the learning problem.
13. **Education services** provide support for children in the family with a specific learning need **so** the school will provide special examination arrangements when appropriate.
14. Free Nursery places are offered to all 3/4 year old children **so** encourages good social skills/prepares the children for school/within **education**.
15. In order for children in families to stay at school/get an education, senior pupils may be able to access an **Education** Maintenance Allowance (EMA) **so** they can afford to stay at school

National Health Service (NHS)

1. **Chiropodists** can provide support to family members requiring foot treatment. (Accept any other relevant NHS service, which supports a family).
2. **Dentists** for treatment of teeth/prevention of dental disease ensuring good dental health to family members.
3. Family members including young people under the age of 16/those in full-time education/pregnant women/old age pensioners/people on low income/people who are unemployed all receive **free health treatments/medicines/milk/vitamins**.
4. Free **dental** treatment is available for children under 18 years old/pregnant women, **which** reduces financial strain on the family budget.
5. **General practitioners (doctors)** are available free by appointment to consult at the time of illness of all family members **therefore** reducing the financial strain on the family budget.
6. **General practitioners (doctors)** provide checks for various family members (e.g. blood pressure/blood tests etc) **therefore** reducing the risk to vulnerable family members.
7. **Health visitors** visit the family home to check on the progress of people returning home from hospital/newborns **which** gives reassurance to vulnerable family members.
8. **Hospitals** provide accident/emergency facilities for serious accidents/illness within the family **so** ensuring treatment for **family** members as quickly as possible.
9. **Hospitals** provide free treatment for family members in the event of an illness **therefore** reducing any unnecessary financial strain on the **family** budget.
10. **Mental Health workers/CPNs/Psychiatrists** can help support/provide treatment for family members with a mental illness.
11. **Midwives** can provide support to pregnant women/new mums in the family.
12. **Occupational therapists** may provide support to family members recovering from brain injury/strokes.
13. **Opticians** provide free eye tests, **which** would ensure glasses are provided if necessary to family members.
14. **Paramedics** can provide initial treatment for the family when called via the emergency services, **which** may speed the recovery process.
15. **Pharmacists** dispense medicines as prescribed by a doctor for family members.
16. **Physiotherapists** may provide support/advice/treatment to **family** members recovering from an accident.
17. **Practice nurses** provide flu jags for vulnerable groups within the family.
18. **School medical service** provides injections (BCG etc) **which** helps prevent illness of school age family members.
19. **Speech therapists** may provide support to family members who have a speech impairment.
20. The **ambulance service (paramedics)** can be called in the event of an accident/illness in the family home (in an emergency situation).
21. The **NHS** provides free health care from the cradle to the grave so the family can get health care when required.

Question 3 (continued)

- (d) Explain **three** ways the consumer is protected by the Sale and Supply of Goods to Consumers Regulations 2002.

Marking Instructions:

3 x 1 marks for **each** explanation of protection offered to the **consumer** by the Sale and Supply of Goods to Consumers Regulations 2002.

Total – 3 marks (KU)

1. The Regulations state **consumers** have the legal right to choose repair/replacement/partial/full refund/compensation if a fault appears within the item within five years.
2. The Regulations state if **consumers** have a complaint about the item it must be faulty at the time of purchase/if the complaint is within six months/the onus is on the retailer to prove the goods were not faulty if complaints are after six months.
3. The Regulations state that goods must be 'fit for the purpose' which protects the **consumer** because it ensures that the item purchased is able to do the 'job' that they would normally be expected to do.
4. The Regulations state that the item must be 'as described' so this protects the **consumer** because it ensures that manufacturers/retailers cannot falsely describe the goods they are selling.
5. The Regulations state the item sold must be of a 'satisfactory quality'. The **consumers** are protected because they have the right to reject goods which are not of a satisfactory quality/of a standard which is free from fault or defect.
6. This Regulation gives the **consumer** the right to claim a refund if the item received is damaged in any way.

Question 3 (continued)

(e) Evaluate the use of organic foods to the consumer.

Marking Instructions:

3 x 1 mark for **each** point of evaluation linked to use of **organic foods** and the **consumer**.

Fact – about organic food

Opinion – good or bad

Consequence – of the fact for the consumer

Total – 3 marks (EV)

Positive

- P 1. Organic foods are produced naturally using animal/vegetable waste materials, which is good as the consumer helps to protect the environment.
- P 2. Organic foods are produced without the aid of artificial chemicals/hormones (so these chemicals should not get into the food chain/plant chain), **which is good** as the **consumer** can help protect the environment/prevent the consumer being harmed by chemicals.
- P 3. **Organic foods** use natural methods in crop production/animal manure/plant waste/crop rotations/biological pest control/mechanical weeding, **which is good** as the **consumer** does not harm/protects the environment.
- P 4. **Organic foods** prohibit the use of man-made fertilizers/pesticides/growth regulators/feed additives, **which is good** as this protects the environment by preventing these chemicals entering the food chain.

Negative

- N 1. Organic foods are considered to be more expensive so this may **be bad as** it may put **consumers** off and **therefore** they do not consider purchasing organic foods.
- N 2. **Organic foods** may not be easy to access in smaller villages/towns so this may **be bad as consumers** may not be able to purchase organic foods.
- N 3. **Organic foods** may have a limited range available this may be bad for the **consumer as** they may not be able to purchase the products they want.

Question 4

(a) Identify and explain **two** factors **other than diet** that may affect health.

Marking Instructions:

2 × 1 mark for **each** correctly identified factor.

3 × 1 mark for **each** explanation of the factor linked to health.

Factor has to be identified before mark is awarded for explanation.

Where the factor is incorporated in the explanation this can be credited.

Total – 4 marks (KU)

Factor	Explanation
1. Alcohol intake	<ol style="list-style-type: none"> 1. Alcohol intake can cause damage to liver/stomach/internal organs so resulting in poor health/absorption of nutrients. 2. Alcohol intake resulting in obesity/high blood pressure as is high in calories. 3. Alcohol suppresses the part of the brain that controls judgement so results in a loss of inhibitions. 4. Alcohol affects physical coordination so causing blurred vision, slurred speech and loss of balance. 5. Drinking large amounts of alcohol at one time/binge drinking can lead to unconsciousness/coma/even death. 6. Alcohol impairs judgement so can result in fatal road accidents/assaults/incidents of domestic violence. 7. Women who drink heavily during pregnancy are at risk of having babies with a condition called foetal alcohol syndrome. 8. Alcohol initially makes people feel relaxed, long term so can ultimately increase anxiety/cause depression. 9. Alcohol intake can cause problems with sleeping so cause mood swings/violence/suicide.
2. Environment	<ol style="list-style-type: none"> 1. A high quality environment is beneficial to health so can help people to live longer. 2. A poor quality environment can be detrimental/bad for health so people are less likely to live longer. 3. Environmental problems such as pollution flooding can pose significant risks so affecting our health.

3. Exercise	<ol style="list-style-type: none"> 1. Helps you feel better about yourself so you can reduce stress levels/ reduced depression. 2. Exercise can build muscle fibres naturally/become stronger so develops bigger muscles. 3. Exercise makes more oxygen go round your body/blood will flow quicker which promotes good circulation so feel good. 4. Encourages socialising so improves mental outlook. 5. Helps to control weight as exercise burns off energy consumed. 6. Exercise can tone muscles which improves body shape/appearance. 7. Lowers the risk of Coronary Heart disease (CHD) as can reduce weight/stress. 8. Exercise can boost your energy so reduces fatigue/tiredness. 9. Exercise continual movement of joints so increasing flexibility. 10. Reduces the risk of osteoporosis as exercise builds/maintains bone density. 11. Reduces blood pressure as exercise makes your heart stronger/pumps blood easier. 12. During exercise immune cells travel through the body which boosts immune system.
4. Lifestyle	<ol style="list-style-type: none"> 1. Activities can be relaxing so reduce stress levels. 2. Activities which encourage social interaction with others reduce isolation which can lead to depression. 3. Taking plenty of fresh air is beneficial so promotes general well-being/improved sleep. 4. Fresh air provides the body with a good supply of oxygen so improves circulation/feel good factor.
5. Personal hygiene	<ol style="list-style-type: none"> 1. Cleanliness removes bacteria so reduces infection/the hygiene risk of contamination. 2. Freshness promotes a sense of well-being so increases self-esteem.
6. Prescribed/ unprescribed drugs	<ol style="list-style-type: none"> 1. Drugs can be addictive so encourage physical/psychological drug dependence. 2. Drugs can cause heart/lung problems so can cause long term damage to health. 3. Misusing prescribed drugs can have a detrimental effect on health so causing long-term damage to organs/death. 4. Prescribed drugs can have a positive effect on health as medication reduces symptoms of illness.
7. Misuse of substances	<ol style="list-style-type: none"> 1. Misusing substances/aerosols/cough bottles can have a detrimental effect on health so causing long term damage to organs or even death.

8. Smoking	<ol style="list-style-type: none"> 1. Smoking dehydrates the body which causes the blood to thicken so damaging the heart 2. Smoking accelerated the hardening/narrowing of arteries so increases the tendency of the blood to clot/risk of heart disease. 3. Smoking narrows arteries so restricts the blood flow to the heart/increases pulse rate/blood pressure. 4. Smoking cuts down the oxygen in the blood so the heart has to work harder/cause heart disease. 5. Smoking increases the number of free radicals in the body which increases the chance of cancers. 6. Smoking damages cells and tissues in the throat/lungs which can lead to respiratory disease/lung cancer.
9. Sleep	<ol style="list-style-type: none"> 1. Inadequate sleep can have a negative impact on health, because it can lead to stress/anxiety/depression/slowing down of daily work rate/increase risk of accidents. 2. A lack of sleep can be a contributory factor in increased stress so lead to high blood pressure.
10. Stress	<ol style="list-style-type: none"> 1. Extreme stress impacts on the body as people may shake uncontrollably/hyperventilate/vomit. 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 so affecting health. 3. Physical effects of stress affect health as excessive tiredness/skin problems/aches and pains/increased pain from arthritis and other conditions/heart palpitations/for women, missed periods.
11. Income	<ol style="list-style-type: none"> 1. Increased income could allow greater access to a choice of health activities/exercise/feeling of well being. 2. Lower income could restrict access to health related activities.

Question 4 (continued)

(b) Evaluate the following meal in relation to **four different** Scottish dietary targets.

- Cheese and tomato pizza
- Spicy potato wedges
- Strawberry ice cream

Marking Instructions:

4 x 1 for each correct point of evaluation linked to a Scottish dietary target.

Fact – ingredient in the meal

Opinion – good/bad

Consequence – ingredient meeting dietary target

Total – 4 marks (EV)

Cheese and Tomato Pizza

Positive

- P 1. The pizza contains tomato which is good **as** it may help to meet the target for fruit and vegetables to **increase to 400g daily**.
- P 2. The pizza base contains flour which is good **as** it is a complex carbohydrate which helps meet the target of **increasing our TCC intake by 25%**.
- P 3. The cheese is good if it is low fat/edam cheese as it will have less saturated fat which will help to meet the target **reduce our saturated fat intake to no more than 11% of total food energy**.
- P 4. The pizza may be low in sugar which is good **as** it helps meet the target of reducing the intake of **NME sugars in the diet of children by half/to no more than 10% of energy intake**.
- P 5. The pizza may be low in salt which is good **as** it helps meet the target of reducing salt to no more **than 100mmol/6g (daily)**.
- P 6. The pizza may contain herbs which is good as this helps meet the target of reducing salt to no more **than 100mmol/6g (daily)**.

Negative

- N 1. The cheese may be high in fat/saturated fat which is bad **as** it will not help meet the target of fat which is to reduce to no more than **35% total energy/reduce saturated fat to no more than 11% of total energy**.
- N 2. The pizza base may have been made using butter/full fat milk which is bad **as** it will not help meet the target of fat which is to reduce to no more than **35% total energy/reduce saturated fat to no more than 11% of total energy**.

Spicy Potato Wedges

Positive

- P 1. Potatoes are good as it is a complex carbohydrate **which** helps meet the target of **increasing our TCC intake by 25%/increasing our potato consumption by 25%**
- P 2. Potato wedges absorb less oil/fat/saturated fat than fries this is good **as** it helps meet the target of reducing fat to no more than **35% total energy/reduce saturated fat to no more than 11% of total energy**.
- P 3. Wedges are low in sugar which is good **as** it helps meet the target of reducing the intake of **NME sugars in the diet of children by half/to no more than 10% of energy intake**.
- P 4. Potato wedges may be low in fat **as** they may be baked rather than fried which is good as it helps meet the target of reducing fat to no more than **35% of total energy/reduce saturated fat to no more than 11% of total energy**.
- P 5. Potato wedges may be low in salt (because of the spice) **which** is good as it will help to meet the target of **reducing salt intake to no more than 100mmol/6g daily**.

Negative

- N 1. Depending on how the wedges are cooked they could be high in fat/saturated fat which is bad **as** it will not help to meet the target of reducing fat to no more than **35% total energy/reduce saturated fat to no more than 11% of total energy**.
- N 2. The spicy wedges may be high in salt which is **bad** as it will not help to meet the target of **reducing salt intake to no more than 100mmol/6g daily**.

Strawberry Ice Cream**Positive**

- P 1. Strawberry ice cream may contain fruit which is good **as** it will help to meet the target for fruit and vegetables to **increase to 400g per day**.
- P 2. Strawberry ice cream may be low in salt which is good **as** it helps meet the target of reducing salt to no more **than 100mmol/6g per day**.
- P 3. Strawberry ice cream may be low in fat/saturated fat which is good **as** it will help to meet the target of reducing fat to no more than **35% total energy/reduce saturated fat to no more than 11% of total energy**.

Negative

- N 1. Strawberry ice cream may be high in fat/saturated fat which is bad **as** it will not help meet the targets of reducing fat to no more than **35% total energy/reduce saturated fat to no more than 11% of total energy**.
- N 2. The ice cream may be high in sugar which is bad **as** it will not help to meet the target of reducing the intake of **NME sugars in the diet of children by half/to no more than 10% of energy intake**.

Question 4 (continued)

- (c) Evaluate **each** of the following community services for the elderly.
- (i) Meals on Wheels
 - (ii) Day care centres

Marking Instructions:

4 x 1 mark for **each** point of evaluation linked to the community service and the **elderly**.
Minimum of **one** mark from each service.

Evaluative answers should make reference to either Meals on Wheels or Day care centres.

Opinion – good/bad.

Fact – relating to Meals on Wheels/Day care centres.

Consequence – of the fact for the elderly.

Total – 4 marks (EV)

Meals on Wheels

Positive

- P 1. Meals on Wheels are good **as** this service is provided for **elderly** people who are unable to cook their own meals **which** makes sure the elderly get at least one hot meal per day.
- P 2. Meals on Wheels are good **as** they are suitable for **elderly** people who are not fit to cook but can feed themselves **so** still allows them to live independently (in their own home).
- P 3. Meals on Wheels are good **as** they provide main meals (including a pudding in special containers) which are delivered to an **elderly** person's home/**so** this means the elderly person does not need to leave their home.
- P 4. Meals on Wheels are good **as** they are provided to **elderly** people who are housebound permanently/temporarily unable to look after themselves **so** this enables them to live independently.
- P 5. Meals on Wheels are low cost, **which** is good as they should be affordable to an **elderly** person on a pension and so they can have a balanced meal.
- P 6. Meals on Wheels are good **as** the **elderly** people at risk of isolation/loneliness get a visit from a volunteer (with a hot meal) **which** can provide company/can check on the elderly person.

Negative

- N 1. Meals on Wheels are prepared in bulk (at a school kitchen/community centre) **so** they may be bland for the **elderly person** and **therefore** less appealing.
- N 2. There may be a lack of variety in the foods provided by the Meals on Wheels service and **therefore** this may not be very appetising/encourage consumption by the **elderly**.
- N 3. Meals on Wheels may not contain fresh fruit/vegetables and **therefore** elderly person could suffer from a vitamin deficiency if they do not consume any fresh fruit/vegetables each day.
- N 4. Although the food is delivered to the **elderly** person they may not consume the food and **therefore** will not benefit from the service.

Day care centre

Positive

- P 1. Day care centre is good **as** it provides opportunity for **elderly** people to mix/socialise/interact with others **which** prevents loneliness.
- P 2. Day care centre is good **as** it provides a hot nutritious meal for the **elderly** person **who** may not be able to cook for themselves.
- P 3. Day care centre is good **as** it provides a hot nutritious meal for the **elderly** person **which** may be their only hot meal of the day.
- P 4. Day care centre is good **as** it provides a break for partner/carer/family of the **elderly** person **so** they can relax and have time to themselves.
- P 5. Day care centre is good **as** it may help improve the happiness of the **elderly** **which** improves quality of life.
- P 6. Day care centre is good **as** they will be socialising with others **which** may help improve the mental health of the **elderly**.
- P 7. Day care centre is good **as** it saves the **elderly** shopping for food for these meals **which** they may not be able to do/may not be easy for them.
- P 8. Day care centre is good **as** it saves the elderly shopping for food **which** can be difficult for **elderly** who are less mobile.
- P 9. Day care centre is good **as** the activities organised may encourage brain activity in the **elderly** **which** helps keep them alert.
- P 10. Day care centre is good **as** it can save fuel/heating/food costs for the **elderly** as they are not at home as often.
- P 11. Day care centre is good for the **elderly** **as** it provides reassurance for the family of **elderly** **so that** they know they are eating well/having fun/socialising.

Negative

- N 1. Day care centre may not be good **as** the **elderly** can only socialise with people of a similar age **which** may be less stimulating.
- N 2. Day care centre may not be good **as** the **elderly** may not be fit enough to travel **which** will prevent them from being involved

Question 4 (continued)

(d) Identify and explain **two** adaptations that can be made in the homes to accommodate a disabled family member.

Marking Instructions:

2 × 1 mark for each adaptation

2 × 1 mark for each explanation of adaptation linked to disabled family member.

Factor has to be identified before mark is awarded for explanation.

Where the factor is incorporated in the explanation this can be credited.

Total – 4 marks (KU)

Adaptation	Explanation
1. Adaptations to kitchen/ worktop/sinks / units	1. Allows disabled people to move around the kitchen in a wheelchair so able to use/access appliances comfortably/safely.
2. Purchasing of kitchen gadgets/ white goods	1. Allows disabled people to use gadgets so prepare food/general everyday living/live independently. 2. Easier-to-use controls allow the disabled person to use this equipment safely/properly.
3. Install stair lifts	1. Disabled people may not be able to climb stairs so a stair lift would allow them to go up and down stairs.
4. Install hand rails	1. Disabled people may have difficulty going up or down stairs so extra hand rails would make this easier for them. 2. Hand rails installed in the bathroom allow easier movement so make bathroom safer for a disabled family member.
5. Install bath/shower seat/wet room	1. Make it possible for disabled people to bath/shower safely/in privacy so increasing independence. 2. Makes bathing or showering easier/convenient so more comfortable for disabled family members.
6. Install Mobile Emergency Care Services (MECS)	1. Security of knowing that Emergency Care available when the disabled person is in the home alone so they can call for help if required.
7. Install smoke alarms connected to the emergency services	1. Alert help immediately if the disabled person has an accident either when cooking/smoking when in the home alone so making them safer.

8. Install access ramps	1. Allow the disabled person easy access to and from the house so increasing safety.
9. Change public room to bedroom	1. Allowing a disabled relative to sleep downstairs so prevent any problems with stairs.
10. Install downstairs Bathroom	1. Having a bathroom downstairs means a disabled relative will not have to struggle with stairs so safer.
11. Sockets at waist level	1. Sockets at waist level will help anyone with restricted movement to still use electrical products easily/safely.
12. Raise toilet seats	1. Raised toilet seats will allow people with restricted movement the ability/privacy to use the toilet so increasing independence.
13. Wider door frames	1. Wider door frames allow people in wheelchairs to move easily between rooms so increasing independence.

- (e) Explain the role of each of the following
- (i) Environmental Health Officer (EHO)
 - (ii) Citizen's Advice Bureau (CAB)

Marking Instructions:

4 x 1 mark for **each** point of explanation linked to the **Environmental Health Officer** and **Citizens Advice Bureau**.

Minimum of one mark from each area.

Total – 4 marks (KU)

Environmental Health Officer

1. **Environmental Health Officer** helps control pollution noise/land/air **which** protects us from the many health risks caused by pollution.
2. **Environmental Health Officer** helps control pests **which** maximises food production/food safety.
3. **Environmental Health Officer** helps control pests **which** can be very problematic for consumers/manufacturers **as** they ruin food products/make food product unfit for consumption.
4. **Environmental Health Officer** is responsible for enforcing the Food Safety Act 1990 **so** ensuring food is safe/fit for consumption/reduces possible sources of contamination/monitors working conditions/hygiene systems.
5. **Environmental Health Officer** is also responsible for inspecting food manufacturers/retailers/catering outlets **so** make sure that their hygiene practices meet food safety legislation/has the authority to close places down which do not conform to the statutory requirements.
6. **Environmental Health Officer** works closely with schools/community/organisations/public health/on food safety issues **which** helps raise awareness of their function/informs them of actions/steps to take when issues arise.

Citizens Advice Bureau

1. The **Citizens Advice Bureau** gives free advice on any subject **therefore** it is accessible to everyone as money is not required.
2. The **Citizens Advice Bureau** gives confidential advice on any subject **therefore** there should be no worry about discussing private details.
3. The **Citizens Advice Bureau** gives practical help/advice **so** they can help consumers get out of difficulties.
4. The **Citizens Advice Bureau** gives information on consumer rights/responsibilities **therefore** consumers will be better informed to make decisions.
5. The **Citizens Advice Bureau** can assist/sort out difficulties with benefit claims/help to fill in forms **therefore** it ensures people are receiving their full entitlement.
6. The **Citizens Advice Bureau** can help drafting letters **therefore** support given to those who do not have the skills to do so.
7. The **Citizens Advice Bureau** can help negotiation with creditors **therefore** helps those in debt/reduces the chance of further debt.
8. The **Citizens Advice Bureau** can help draw up a budget/a realistic payment plan for those in debt **therefore** can save them money in the long run.
9. The **Citizens Advice Bureau** can help preparation of cases for tribunals/court **which** may improve their presentation of their case.
10. The **Citizens Advice Bureau** can help preparation of cases for tribunals/court **which** prevents people with less income not being presented properly.
11. The **Citizens Advice Bureau** may offer free sessions with local solicitors/accountants **therefore** allows people on low income access to services which they could not otherwise afford.
12. The **Citizens Advice Bureau** may be accessed online **so** consumers who work can access information out with normal working hours.
13. The **Citizens Advice Bureau** provides non-bias advice **so** provides a reliable source of information.

Context:	x	Lifestyle and Consumer Technology
Higher Home Economics. Analysis of the 2012 Question Paper		
Section A		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
1	Sensory Testing	1			1		1
2	Functions and sources of nutrients	1			1		1
3	Causes of food poisoning	1			1		1
4	Functions and sources of NSP	1			1		1
5	Properties of fibres used for clothing/textile item	1			1		1
6			Methods of paying for goods and services	1	1		1
7			Current voluntary labelling for food products, textile items and consumer goods and services	1	1		1
Totals		5		2	7	0	7

Section A (continued)

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
8			Current statutory labelling for food products, textile items and consumer goods and services	1	1		1
9	Current dietary advice	2			2		2
10	The Scottish Dietary Targets	2			2		2
11			Prevention of debt	2	2		2
12			Roles and responsibilities of DEFRA	2	2		2
13			Food Politics	2	2		2
14			The impact of technological developments on consumer choice of food, clothing and consumer goods and services.	2		2	2
Carried forward		5		2	7	0	7
Totals		9		11	18	2	20

Context:	x	Lifestyle and Consumer Technology
Higher Home Economics. Analysis of the 2012 Question Paper		

Section B Question 1

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
1a			Functions of the family	6	6		6
b			Factors affecting changes in family lifestyles	4		4	4
c			Voluntary Services	2	2		2
d			Factors which influence consumer choice of:- food	4	4		4
(e)			Methods for paying for goods and services	4		4	4
Totals		0		20	12	8	20

Context:	x	Lifestyle and Consumer Technology
Higher Home Economics. Analysis of the 2012 Question Paper		
Section B Question 2		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
a)	The use of DRVs and awareness of their dietary needs	5				5	5
b)	Prevention of dietary diseases	6			6		6
c)			Food Politics	3		3	3
d)			The impact of technological developments on consumer choice of food, clothing and consumer goods and services.	3	3		3
e)			Voluntary Labelling	3	3		3
Totals		11		9	12	8	20

Context:	x	Lifestyle and Consumer Technology
Higher Home Economics. Analysis of the 2012 Question Paper		
Section B Question 3		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
a)	Product Development Strategy	6			6		6
b)	Sensory Testing	4				4	4
c)			Statutory Services	4	4		4
d)			Sale and Supply of Goods to Consumers Regulation 2002.	3	3		3
e)			Food Politics	3		3	3
Totals		10		10	13	7	20

Context: x Lifestyle and Consumer Technology

Higher Home Economics. Analysis of the 2012 Question Paper

Section B Question 4

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
a)	Factors which affect health	4			4		4
b)	Current Dietary Advice – Scottish Dietary Targets	4				4	4
c)			Provision of community meals services	4		4	4
d)			Awareness of different family structures	4	4		4
e)			Roles and responsibilities of Citizens Advice Bureau and Environmental Health Department.	4	4		4
Totals		8		12	12	8	20

Context:	x	Lifestyle and Consumer Technology
Higher Home Economics. Analysis of the 2012 Question Paper		
Question Paper Summary: Mark Allocation		

Question	Unit title		Course Skills		Totals
	Resource Management	Consumer Studies	Knowledge	Evaluation	
Section A	9	11	18	2	20
Section B					
1	0	20	12	8	20
2	11	9	12	8	20
3	10	10	13	7	20
4	8	12	12	8	20
Totals	27-30	50-53	54-55	25-26	
Target Range	20 – 30 marks	50 – 60 marks	50 – 55 marks	25 – 30 marks	80

[END OF MARKING INSTRUCTIONS]