



# **2014 Health and Food Technology**

## **Intermediate 2**

### **Finalised Marking Instructions**

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## **Part One: General Marking Principles: Health and Food Technology Intermediate 2**

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: Health and Food Technology Intermediate 2**

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**

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	a	<p><b>Core skills:</b> Recall and use of knowledge</p> <p><b>Carbohydrate</b> Function</p> <ol style="list-style-type: none"> <li>1. Warmth</li> <li>2. Energy</li> <li>3. Supports body functions / breathing / circulation of blood/producing blood cells</li> <li>4. Can act as a protein sparer</li> </ol> <p>Food sources</p> <ol style="list-style-type: none"> <li>1. Flour/bread</li> <li>2. Cereals/breakfast cereals</li> <li>3. Potatoes</li> <li>4. Pasta</li> <li>5. Rice</li> <li>6. Fruit</li> <li>7. Vegetables</li> <li>8. (table) sugar</li> <li>9. Soft drinks</li> <li>10. Sweets/chocolate</li> <li>11. Honey/preserves</li> <li>12. Cakes</li> <li>13. Biscuits</li> <li>14. Puddings</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	a	<p><b>(cont)</b></p> <p><b>Iron</b></p> <p>Function</p> <ol style="list-style-type: none"> <li>1. Keeps the blood healthy</li> <li>2. Needed to make red blood cells/ haemoglobin</li> <li>3. Transports oxygen in the blood</li> <li>4. Prevents anaemia</li> </ol> <p>Food sources</p> <ol style="list-style-type: none"> <li>1. Red meat</li> <li>2. Liver/kidney</li> <li>3. (fortified) bread</li> <li>4. (fortified) breakfast cereal</li> <li>5. Green (leafy) vegetables</li> <li>6. Pulse vegetables</li> <li>7. Dried fruit</li> <li>8. Curry powder</li> <li>9. Treacle</li> <li>10. Cocoa powder/plain chocolate</li> <li>11. Eggs</li> </ol> <p>2x1 mark for correct function of each nutrient 4x1 mark for correct different food sources</p>	6	
1	b	<p><b>Core skills:</b> Recall and use of knowledge</p> <ol style="list-style-type: none"> <li>1. Reduce salt/sodium intake</li> <li>2. Maintain healthy weight/avoid overweight/obesity</li> <li>3. Avoid/reduce stress</li> <li>4. Moderate intake of alcohol</li> <li>5. Do not smoke</li> <li>6. (Take regular) exercise</li> </ol> <p>2x1 mark for correct explanation</p>	2	

Question		Expected Answer(s)		Max Mark	Additional Guidance
1	c	<b>Core skills:</b> Evaluation		4	
		<b>Fact</b>	<b>Opinion/judgment</b>	<b>Link</b>	<b>Consequence</b>
		<b>Energy</b> 7.27 MJ/ low (EAR 8.24 MJ)	Not suitable	Boy	1. May not have enough energy to play as he is active 2. May feel tired so may not concentrate in class
			Suitable	Boy	3. May be less likely to become overweight/obese 4. May be less at risk of CHD/diabetes 5. Diet may be low in sugar, so he may be less likely to have tooth decay/diabetes
		<b>Protein</b> 24.1g/low (RNI 28.3g)	Not suitable	Boy	1. May not grow properly as he is still growing 2. He is active and may hurt himself and tissues may not repair properly 3. He is active and will not be able to get energy from protein
		<b>Vitamin B</b> Thiamine 0.20mg/low (RNI 0.70mg)	Not suitable	Boy	1. May not grow properly and he is still growing 2. Energy will not be released from CHO so he may not have enough energy to play 3. He may find it difficult to participate in sports/activities as muscle tone may not be maintained
		<b>Vitamin C</b> 32mg/high (RNI 30mg)	Suitable	Boy	1. Will help heal wounds as he may be prone to injury as he is active 2. Will make connective tissue and he is still growing 3. Helps to absorb iron so he will be less likely to develop anaemia/feel tired 4. Will help prevent infections 5. Will help to make blood/cell walls as he is still growing 6. Is an anti-oxidant so he will be at less risk of cancers/CHD
		<b>Calcium</b> 565mg/ high (RNI 550mg)	Suitable	Boy	1. His bones will grow/develop properly as he is still growing 2. His teeth will grow/develop properly as he is still growing
			Not suitable	Boy	3. May develop hypercalcaemia in later life
		<b>Iron</b> 6.5g/low (RNI 8g)	Not suitable	Boy	1. May feel too tired to play/walk 2. May want to sleep a lot 3. Increased risk of anaemia
4x1 mark for correct points of evaluation linked to the needs of the case study					

Question		Expected Answer(s)	Max Mark	Additional Guidance	
2	a	<b>Core skills:</b> Drawing conclusions <b>Correct choice:</b> C		4	
		<b>Fact</b>	<b>Link</b>	<b>Conclusion/justification</b>	
		<b>Power</b> 900W/ (equal) most powerful/best	TV Producer	1. Will be able to make large quantities of mixture which is what is wanted 2. Powerful motor will not restrict the types of mixtures the contestants are asked to make 3. May be less likely to be overloaded so not to breakdown during the programme	
			Contestants	4. Will be able to make large quantities at one time (instead of in batches) so will save time 5. Will be able to make mixtures quickly so will save time when competing 6. Powerful motor will cope with all types of mixtures	
		<b>Bowl capacity</b> 3 litres/largest	TV Producer	1. Largest bowl will be able to make large quantities of mixture which is what is wanted 2. Largest bowl will not restrict the quantities the contestants are asked to make	
			Contestants	3. Will not restrict the quantity they may choose to make 4. Will be able to make more mixture at once saving time	
		<b>Variable speeds</b>	TV Producer	1. Will be able to make a wide range of mixtures which is what is wanted	
			Contestants	2. Will allow them to choose to make a wide range of mixtures 3. Will be able to choose the best speed to get a good result	
		<b>Glass bowl</b>	TV Producer	1. Suitable as the viewers will be able to see the contents of the bowl 2. Will be easier for the camera crews to film the mixture	
			Contestants	3. Better results can be achieved with some mixtures eg whisking egg whites	
		<b>Bowl/ attachments dishwasher safe</b>	TV Producer	1. Will be easier to clean which is what is wanted 2. Set will be tidied up quickly after the programme	
			Contestants	3. Will save time while competing	
		<b>Attachments:</b> beaters balloon whisk dough hooks	TV Producer	1. These will allow a wide range of mixtures to be made which is what is wanted 2. These will not restrict the types of mixtures the contestants can be asked to make 3. Will be less likely to have to buy further attachments, so saving money	
			Contestants	4. Will be able to get a good result by choosing the correct attachment 5. Will allow them to choose to make a wide variety of mixtures	
1 mark for correct choice of food mixer 3x1 mark for reasons linked to the case study					

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	b	<p><b>Core skills:</b> Recall and use of knowledge</p> <p><b>Cake A- has not risen enough</b></p> <ol style="list-style-type: none"> <li>1. Not enough raising agent</li> <li>2. Plain flour used</li> <li>3. Out of date/damp raising agent used</li> <li>4. Not beaten enough</li> </ol> <p><b>Cake B- fruit has sunk to the bottom</b></p> <ol style="list-style-type: none"> <li>1. Too much liquid added/mixture too wet</li> <li>2. Wet fruit used/fruit not dried</li> <li>3. Fruit not coated in flour (before adding to mixture)</li> <li>4. Oven temperature too low</li> </ol> <p><b>Cake C- is crispy round the edges</b></p> <ol style="list-style-type: none"> <li>1. Oven temperature too high</li> <li>2. Cake baked for too long</li> <li>3. Cake too high in the oven/too close to the side of the oven</li> <li>4. Too much sugar added</li> <li>5. Not enough flour added</li> </ol> <p><b>Cake D- has sunk in the middle</b></p> <ol style="list-style-type: none"> <li>1. Cake has had insufficient baking time</li> <li>2. Oven door opened too soon/during baking</li> <li>3. Oven temperature too low</li> <li>4. Too much sugar has been added to the mixture</li> <li>5. Too much liquid has been added to the mixture</li> <li>6. Too much raising agent added to the mixture</li> <li>7. Mixture has been overbeaten</li> </ol> <p>2x1 mark for explanation linked to the comments</p>	2	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	c	<p><b>Core skills:</b> Recall and use of knowledge</p> <ol style="list-style-type: none"> <li>1. Name of product</li> <li>2. Description of product</li> <li>3. Ingredients list</li> <li>4. Weight/quantity</li> <li>5. Date marking/use by date/best before date</li> <li>6. Storage instructions</li> <li>7. Any treatment/processing undergone by the product</li> <li>8. Known allergens (accept examples)</li> <li>9. Place of origin</li> <li>10. Name and contact details of the manufacturer/packer/seller</li> </ol> <p>2x1 mark for correct points of information</p>	2	
2	d	<p><b>Core skills:</b> Recall and use of knowledge</p> <p><b>Hygiene</b></p> <ol style="list-style-type: none"> <li>1. Manufacturers have (a legal responsibility) to ensure food products are fit for human consumption</li> <li>2. All potential hygiene hazards should be identified during all stages of production to ensure food safety</li> <li>3. Manufacturers should carry out a risk assessment to identify and control risks to ensure food safety</li> <li>4. Hygiene controls should be implemented to eliminate/reduce risks and ensure food safety</li> <li>5. To ensure the manufacturer does not break the law/face prosecution</li> </ol> <p><b>Aesthetics</b></p> <ol style="list-style-type: none"> <li>1. Product should look good so the consumer would be more likely to buy it</li> <li>2. Product must look good so the consumer would want to buy it/make repeat purchases</li> <li>3. Product should taste good so the consumer will enjoy it/want to make repeat purchases</li> <li>4. Product should smell good so that the consumer will enjoy it/want to make repeat purchases</li> <li>5. Product should have a good texture so that the consumer will enjoy it/make repeat purchases</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	d	<p><b>(cont)</b></p> <p><b>Quality</b></p> <ol style="list-style-type: none"> <li>1. Companies who produce good quality products achieve a good reputation</li> <li>2. Good quality will attract high level of sales/profit for manufacturer</li> <li>3. If quality is carefully controlled, waste is reduced as no sub-standard products enter the system</li> <li>4. Saves money for the manufacturer because there is greater efficiency in production</li> </ol> <p><b>Function</b></p> <ol style="list-style-type: none"> <li>1. Function of ingredients will determine which ingredients are chosen</li> <li>2. Ingredients may have a physical function in the final product eg forming structure</li> <li>3. Ingredients may have a sensory function in the final product eg taste</li> <li>4. Ingredients may be chosen because they provide particular nutrients eg orange juice for vitamin C</li> <li>5. Some products are designed to meet a particular dietary need eg sugar free products for diabetics</li> </ol> <p>2x1 mark for correct explanation</p>	2	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	e	<p><b>Core skills:</b> Recall and use of knowledge</p> <p><b>Job production</b></p> <ol style="list-style-type: none"> <li>1. Individualised/personalised/unique cakes can be made according to the individual consumer's needs</li> <li>2. Allows the consumer to make last minute changes to the specification</li> <li>3. The items made are likely to be of high standard as the person making the item is a skilled craftsman</li> <li>4. The need to invest in expensive machinery may be reduced</li> <li>5. Many consumers will pay extra for 'the personal touch'</li> <li>6. The person producing the product will be motivated and take a pride in their work, so the end result is usually of high quality</li> <li>7. The organisation of the work is fairly simple because only one job is being done at a time</li> <li>8. Any problems will affect only one product</li> </ol> <p><b>Continuous flow production</b></p> <ol style="list-style-type: none"> <li>1. Large numbers of identical/standardised cakes can be made at one time/quickly</li> <li>2. Ingredients can be purchased in bulk, so more cost effective</li> <li>3. Cakes are cheaper to manufacture so more profit to be made</li> <li>4. Cakes are cheaper so may be more likely to sell</li> <li>5. All processes are carried out by machine so each product will be identical/of high standard</li> <li>6. Staff are usually semi-skilled or unskilled so cheaper to employ</li> <li>7. Staff become skilled at the tasks they perform so produce a high quality of work</li> </ol> <p>2x1 mark for correct explanation</p>	2	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	a	<p><b>Core skills:</b> Recall and use of knowledge</p> <p><b>Advertising</b></p> <ol style="list-style-type: none"> <li>1. Consumers may choose food products they have been made aware of by advertising</li> <li>2. Consumers may choose a particular brand of food because they have seen it advertised</li> <li>3. Consumers may choose a product because advertising has persuaded them it is beneficial to their health/improve their lifestyle</li> </ol> <p><b>Peer pressure</b></p> <ol style="list-style-type: none"> <li>1. Consumers may choose foods because their friends have them</li> <li>2. Consumers may feel pressure put on them by friends to conform/choose particular foods</li> <li>3. Consumers may choose/avoid particular items/foods/shops as they are/are not perceived as fashionable with peers</li> <li>4. Consumers may choose different from their peers to demonstrate individuality</li> </ol> <p><b>Religious beliefs</b></p> <ol style="list-style-type: none"> <li>1. Consumers may avoid foods which are forbidden by their religion (accept examples)</li> <li>2. Consumers may choose foods because they are deemed suitable by their religion</li> <li>3. Consumers may choose certain foods on particular religious occasions (accept examples)</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	a	<p><b>(cont)</b>  <b>Environmental issues</b></p> <ol style="list-style-type: none"> <li>1. Increased interest in environmental issues has led to fewer genetically modified foods being produced/chosen</li> <li>2. As consumers are aware the effects technological developments may have on the environment they chose/avoid certain foods</li> <li>3. Consumer may choose vegetarian foods due to concern over animal related diseases</li> <li>4. Consumers may be choosing natural/organic/unprocessed/additive free foods because of concerns over manmade chemicals in foods</li> <li>5. Consumers may choose foods which can be cooked by microwave/induction hob/pressure cooker to save energy</li> <li>6. Consumers may choose foods in recycled/recyclable/without packaging</li> <li>7. Consumers may choose cruelty free/free range/dolphin friendly/farm assured food product because of concerns about animal welfare</li> <li>8. Consumers may choose foods which are produced locally to reduce carbon footprint</li> </ol> <p>4x1 mark for correct explanation linked to consumer/food</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance																					
3	b	<p><b>Core skills:</b> Drawing conclusions  <b>Correct choice:</b> Food steamer A</p> <table border="1"> <thead> <tr> <th>Fact</th> <th>Link</th> <th>Justification</th> </tr> </thead> <tbody> <tr> <td>3x3 litre steaming baskets/ biggest size</td> <td>Family</td> <td> <ol style="list-style-type: none"> <li>Will be big enough to cook food for five people/the whole family</li> <li>Will be big enough to cook all the food for a meal at one time</li> <li>Will be able to cook all the foods for a meal at once because it has three baskets</li> </ol> </td> </tr> <tr> <td>1.5 litre water capacity/ biggest</td> <td>Family</td> <td> <ol style="list-style-type: none"> <li>Will hold enough water to cook the meal without refilling so saves time/as the family are busy</li> <li>Less likely to boil dry saving having to repair/replace steamer</li> </ol> </td> </tr> <tr> <td>60 minute digital timer</td> <td>Family</td> <td> <ol style="list-style-type: none"> <li>Family are busy so can set the timer and do other tasks while the food is cooking</li> <li>Will be able to set the timer more accurately</li> <li>60 minutes will be long enough to cook most foods</li> <li>Setting timer will help ensure food is not over cooked</li> </ol> </td> </tr> <tr> <td>Boil dry warning buzzer</td> <td>Family</td> <td> <ol style="list-style-type: none"> <li>Will be alerted if steamer boils dry as they are busy</li> <li>Will be alerted and save the cost of repair/replacing the steamer</li> </ol> </td> </tr> <tr> <td>Includes rice bowl</td> <td>Family</td> <td> <ol style="list-style-type: none"> <li>May cook rice frequently</li> <li>Will not have to use a separate pot so will save time and they are busy</li> <li>Save money on fuel as rice will be cooked with other foods</li> <li>Save having to buy this separately</li> </ol> </td> </tr> <tr> <td>Baskets can be stored inside each other</td> <td>Family</td> <td> <ol style="list-style-type: none"> <li>Will save space in their kitchen as this is limited</li> <li>Can be stored in a cupboard so keep the kitchen tidy</li> <li>Can be used individually, so only the baskets being used need to be washed as they are busy</li> </ol> </td> </tr> </tbody> </table>	Fact	Link	Justification	3x3 litre steaming baskets/ biggest size	Family	<ol style="list-style-type: none"> <li>Will be big enough to cook food for five people/the whole family</li> <li>Will be big enough to cook all the food for a meal at one time</li> <li>Will be able to cook all the foods for a meal at once because it has three baskets</li> </ol>	1.5 litre water capacity/ biggest	Family	<ol style="list-style-type: none"> <li>Will hold enough water to cook the meal without refilling so saves time/as the family are busy</li> <li>Less likely to boil dry saving having to repair/replace steamer</li> </ol>	60 minute digital timer	Family	<ol style="list-style-type: none"> <li>Family are busy so can set the timer and do other tasks while the food is cooking</li> <li>Will be able to set the timer more accurately</li> <li>60 minutes will be long enough to cook most foods</li> <li>Setting timer will help ensure food is not over cooked</li> </ol>	Boil dry warning buzzer	Family	<ol style="list-style-type: none"> <li>Will be alerted if steamer boils dry as they are busy</li> <li>Will be alerted and save the cost of repair/replacing the steamer</li> </ol>	Includes rice bowl	Family	<ol style="list-style-type: none"> <li>May cook rice frequently</li> <li>Will not have to use a separate pot so will save time and they are busy</li> <li>Save money on fuel as rice will be cooked with other foods</li> <li>Save having to buy this separately</li> </ol>	Baskets can be stored inside each other	Family	<ol style="list-style-type: none"> <li>Will save space in their kitchen as this is limited</li> <li>Can be stored in a cupboard so keep the kitchen tidy</li> <li>Can be used individually, so only the baskets being used need to be washed as they are busy</li> </ol>	4	
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3	c	<p><b>Core skills:</b> Recall and use of knowledge</p> <p>Label 1- <b>Kitemark/British Standards Institute mark/BSI</b></p> <p>Information</p> <ol style="list-style-type: none"> <li>1. Manufacturers can apply to have this mark on products to show safety/quality/reliability</li> <li>2. Products are tested independently for safety/quality/reliability</li> <li>3. Mark shows products have passed tests for safety/quality/reliability</li> <li>4. Products which already hold this mark are subject to continual checks for safety/quality/reliability</li> </ol> <p>Label 2- <b>European Council (safety label)</b></p> <p>Information</p> <ol style="list-style-type: none"> <li>1. Shows the product meets the safety standards</li> <li>2. Product meets European Health and Safety directives</li> <li>3. Mark should be in addition to other safety marks</li> </ol> <p>1 mark for correct name of label 1 mark for correct point of information</p>	2	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	d	<p><b>Core skills:</b> Recall and use of knowledge</p> <p><b>Exercise</b></p> <ol style="list-style-type: none"> <li>1. Take regular exercise</li> <li>2. Do weight-bearing exercise</li> <li>3. Avoid sedentary activities/too much tv/computer games</li> </ol> <p><b>Alcohol consumption</b></p> <ol style="list-style-type: none"> <li>1. Avoid/reduce excessive alcohol consumption</li> </ol> <p><b>Smoking</b></p> <ol style="list-style-type: none"> <li>1. Do not smoke</li> <li>2. Avoid smoky atmospheres</li> </ol> <p><b>Stress</b></p> <ol style="list-style-type: none"> <li>1. Avoid stressful situations</li> <li>2. Avoid excessive working hours</li> <li>3. Participate in leisure activities/join a club/have a hobby</li> <li>4. Take regular holidays</li> <li>5. Make time to relax</li> </ol> <p><b>Use of prescription/non-prescription drugs</b></p> <ol style="list-style-type: none"> <li>1. Take drugs only as prescribed</li> <li>2. Do not take illegal substances</li> </ol> <p><b>Other</b></p> <ol style="list-style-type: none"> <li>1. Get adequate sleep</li> <li>2. Get plenty of fresh air</li> <li>3. Ensure good personal hygiene</li> <li>4. Make regular visits to the dentist/optometrist</li> <li>5. Make/keep appropriate medical appointments</li> </ol> <p>2x1 mark for each factor</p>	2	

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4	a	<b>(cont)</b>				
		<b>Product B</b>				
		<b>Fact</b>	<b>Opinion</b>	<b>Link</b>	<b>Consequence</b>	
		<b>Type of drink:</b> carbonated	Not suitable	Athlete	1. May not quench thirst 2. Bloating during training may affect performance 3. May feel bloated before enough fluid has been drunk 4. Carbon dioxide content causes the body to retain less oxygen and may affect his performance	
			Suitable	Athlete	5. May enjoy this type of drink	
		<b>Contains:</b> glucose, dextrose, aspartame, no artificial colours	Suitable	Athlete	1. Glucose/dextrose will provide a quick source of energy 2. Contains no artificial colours as may consider these unhealthy	
			Not suitable	Athlete	3. May want to avoid aspartame as may consider it unhealthy 4. May want to avoid glucose/dextrose to reduce the risk of dental decay	
		<b>Volume:</b> 330mls	Suitable	Athlete	1. May be enough to quench thirst during/after training session	
			Not suitable	Athlete	2. May be too heavy to carry while training 3. May be too much to drink so some may be wasted	
		<b>Container:</b> plastic bottle with sports cap	Suitable	Athlete	1. Would be unlikely to break if dropped during training 2. Would be unlikely to break in sports bag 3. Would be light to carry while training 4. Would be permitted in the sports facility 5. Could drink from the bottle so will be convenient while training 6. Would be unlikely to spill and waste the drink 7. Can be resealed so none would be wasted	
<b>Flavours:</b> 4	Suitable	Athlete	1. Will be able to find at least one liked 2. Enough of a range to give a choice			
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Question		Expected Answer(s)	Max Mark	Additional Guidance
4	c	<p><b>Core skills:</b> Recall and use of knowledge</p> <ol style="list-style-type: none"> <li>1. Flyers included in envelopes with game tickets</li> <li>2. Distribute flyers</li> <li>3. Billboard advert</li> <li>4. Advert on local television/radio/newspapers</li> <li>5. Internet advertising eg Facebook/Gumtree</li> <li>6. Adverts on Games transport</li> <li>7. House to house leafleting</li> <li>8. Adverts in local hotels/B+Bs/caravan parks/campsites</li> <li>9. Money-off voucher for Games merchandising included in Meal Deal</li> <li>10. High profile sports personalities endorsement on promotional materials</li> </ol> <p>4x1 mark for identification of techniques</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	a	<p><b>Core skills:</b> Recall and use of knowledge</p> <p><b>Fruit and vegetables</b> Dietary target</p> <ol style="list-style-type: none"> <li>1. Increase intake of fruit and vegetables</li> <li>2. Increase intake of fruit and vegetables to 5 portions per day</li> <li>3. Intake of fruit and vegetables to double</li> <li>4. Intake of fruit and vegetables to 400g per day</li> </ol> <p>Practical ways</p> <ol style="list-style-type: none"> <li>1. Add fruit to breakfast cereals</li> <li>2. Replace high sugar/high fat snacks with fruit/vegetables</li> <li>3. Puree fruit/vegetables into drinks / smoothies</li> <li>4. Use as a basis for desserts</li> <li>5. Use a variety of vegetables in soups</li> <li>6. Add into stews/casseroles/pizza/pasta dishes</li> <li>7. Use as a main course eg vegetable curry</li> <li>8. Add an extra serving of vegetables / salads with main course dishes</li> <li>9. Use salad to fill sandwiches</li> </ol> <p><b>Bread</b> Dietary target</p> <ol style="list-style-type: none"> <li>1. Increase bread intake (mainly using wholemeal)</li> <li>2. Increase bread intake by 45%</li> </ol> <p>Practical ways</p> <ol style="list-style-type: none"> <li>1. Use to accompany soups/main courses</li> <li>2. Use in desserts eg bread and butter/summer pudding</li> <li>3. Serve sandwiches to replace high fat/sugar snacks</li> <li>4. Use breadcrumbs to top savoury dishes/coat foods for frying</li> <li>5. Breadcrumbs can be added to provide bulk eg burgers</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	a	<p><b>(cont)</b></p> <p><b>Breakfast cereal</b></p> <p>Dietary target</p> <ol style="list-style-type: none"> <li>1. Increase intake of breakfast cereals</li> <li>2. Intake of breakfast cereals to double</li> <li>3. Intake of breakfast cereals to double to 34g per day</li> </ol> <p>Practical ways</p> <ol style="list-style-type: none"> <li>1. Use breakfast cereals to replace high fat/sugar snacks</li> <li>2. Add cereals to baked products eg biscuits</li> <li>3. Use as toppings for crumbles/yoghurts/savoury dishes</li> <li>4. Use as a coating for food to be baked/fried/grilled</li> </ol> <p><b>Total Complex Carbohydrates</b></p> <p>Dietary target</p> <ol style="list-style-type: none"> <li>1. Increase intake of total complex carbohydrates/fruit and vegetables/bread/breakfast cereals/rice/pasta/potatoes</li> <li>2. Increase intake of TCC foods by 25%</li> </ol> <p>Practical ways</p> <ol style="list-style-type: none"> <li>1. Increase portion size of bread/potatoes/rice/pasta/breakfast cereals/fruit/vegetables</li> <li>2. Replace high fat/sugar snacks with bread products/breakfast cereals/fruit</li> <li>3. Use bread/breakfast cereals in desserts/baking/to top savoury dishes</li> <li>4. Add potatoes/rice/pasta/vegetables to soups/savoury dishes (accept appropriate examples)</li> </ol> <p><b>Fish</b></p> <p>Dietary target</p> <ol style="list-style-type: none"> <li>1. Eat more fish especially oily fish</li> <li>2. Intake of white fish to be maintained</li> <li>3. Intake of oily fish to double to 88g/week</li> </ol> <p>Practical ways</p> <ol style="list-style-type: none"> <li>1. Use as fillings for sandwiches/baked potatoes</li> <li>2. Use in pates</li> <li>3. Use to replace meat/poultry in main course dishes</li> <li>4. Add to pasta dishes/pizza</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	a	<p><b>(cont)</b></p> <p><b>Salt</b></p> <p>Dietary target</p> <ol style="list-style-type: none"> <li>1. Intake of salt to be reduced</li> <li>2. Intake of salt to reduce (from 163mmol/day) to 100mmol/day/no more than 6g/day</li> </ol> <p>Practical ways</p> <ol style="list-style-type: none"> <li>1. Replace ready-made foods with home-made versions</li> <li>2. Limit intake of processed foods (eg ham/cheese)</li> <li>3. Limit intake of salty snacks (eg crisps)</li> <li>4. Replace salt with LoSalt/salt substitute</li> <li>5. Use herb and spices to flavour food</li> <li>6. Read labels and choose lower salt products</li> <li>7. Taste food before adding salt</li> </ol> <p><b>Sugar</b></p> <p>Dietary target</p> <ol style="list-style-type: none"> <li>1. Adult intake of (NME) sugar not to increase</li> <li>2. Intake of (NME) sugar in children to reduce by half</li> <li>3. Intake of (NME) sugar in children to reduce to less than 10% of energy</li> <li>4. Reduce intake of NME sugar</li> </ol> <p>Practical ways</p> <ol style="list-style-type: none"> <li>1. Choose breakfast cereals with no added sugar</li> <li>2. Replace biscuits/cakes/sweets/chocolate/desserts with bread products/fruit</li> <li>3. Replace sugar with sweeteners/do not add sugar to tea/coffee</li> <li>4. Reduce sugar/use sugar substitutes/replace sugar with fruit in baking</li> <li>5. Read labels and choose lower sugar products</li> <li>6. Choose tinned fruit in natural juice rather than syrup</li> <li>7. Choose drinks with no added sugar</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	a	<p><b>(cont)</b> <b>Fat</b> Dietary target</p> <ol style="list-style-type: none"> <li>1. Reduce intake of fat</li> <li>2. Reduce total fat intake</li> <li>3. Intake of total fat to be reduced to no more than 35% of food energy</li> <li>4. Reduce intake of saturated fat</li> <li>5. Average intake of saturated fat to be reduced to no more than 11% of food energy</li> </ol> <p>Practical ways</p> <ol style="list-style-type: none"> <li>1. Replace (whole) milk with semi-skimmed/skimmed milk</li> <li>2. Replace butter/margarine with low-fat spread</li> <li>3. Choose cottage cheese/edam/reduced-fat cheese to replace cheddar/hard cheese</li> <li>4. Choose lean meat/cut any extra fat from meat/replace red meat with white meat</li> <li>5. Replace high fat snacks (eg crisps) with eg bread products/fruit</li> <li>6. Grill/bake/steam/poach/microwave foods instead of frying</li> <li>7. Skim fat from gravy/soups/stews</li> <li>8. When frying use a griddle-pan/dry fry</li> <li>9. Read labels and choose lower-fat products</li> </ol> <p>3x1 mark for each Scottish dietary target 3x1 mark for different practical ways linked to Scottish dietary target</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance		
5	b	<b>Core skills:</b> Drawing conclusions <b>Correct choice:</b> Dessert B		4		
		<b>Fact</b>	<b>Link</b>			<b>Justification</b>
		<b>Flavours available:</b> chocolate strawberry vanilla	Canteen supervisor			1. Range of popular flavours so may increase sales 2. All flavours are popular so will be less likely to be left with one type
			Pupils			3. Three popular flavours so most pupils will find one they like 4. Three flavours so will be less likely to become bored with one flavour
		<b>Appearance:</b> 4 stars/best rating	Canteen supervisor			1. 4 stars/best rating so will appeal to pupils and increase sales 2. 4 stars/best rating so will appeal to pupils which is what is wanted
			Pupils			3. 4 stars/best rating so will be more likely to choose the dessert
		<b>Pack details:</b> Each flavour can be ordered individually, individually wrapped	Canteen supervisor			1. Can order more of most popular flavour so maximise sales 2. Less likely to be left with least popular flavour 3. Can 'tailor' order to best meet the likes of the pupils 4. Individually wrapped desserts reduces hygiene risk 5. Desserts can stay protected till sold 6. Individual wrapping reduces the risk of damaged desserts 7. Individually wrapped desserts will make portioning easy which is what was wanted
			Pupils			8. More likely to get the flavour they like 9. Individually wrapped desserts may appeal to pupils
		<b>Serving instructions:</b> Remove from packaging Serve from frozen	Canteen supervisor			1. Will be able to serve desserts quickly as little preparation required 2. Dessert remains packaged till sold, reducing risk of contamination/spoiled desserts 3. Can be kept frozen till needed so can hold a lot of stock so will be less likely to run out and lose sales 4. Any unsold desserts will have a long shelf life/will not be wasted 5. Served from frozen which is what was wanted
			Pupils			6. Little preparation so will not need to wait for dessert 7. Can be kept frozen till needed so less likely to run out so likely to get their preferred flavour
1 mark for correct choice 3x1 mark for reasons linked to the needs of the case study						

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	c	<p><b>Core skills:</b> Recall and use of knowledge</p> <p><b>Food Safety Act (1990)</b></p> <p><b>Food must not:</b></p> <ol style="list-style-type: none"> <li>1. Injure the health of consumers</li> <li>2. Be unfit for human consumption</li> <li>3. Be contaminated in any form</li> </ol> <p><b>The Act ensures that the employer/employee:</b></p> <ol style="list-style-type: none"> <li>1. Does not do anything to the food to make it harmful</li> <li>2. Does not sell food that is not as stated</li> <li>3. Does not describe food in a way that will mislead consumers</li> </ol> <p><b>Food Hygiene (Scotland) Regulations (2006)</b></p> <ol style="list-style-type: none"> <li>1. Food business operators must follow a food safety system eg HACCP</li> </ol> <p><b>General Food Regulations (2004)</b></p> <ol style="list-style-type: none"> <li>1. Prevents unsafe food being sold</li> <li>2. Labelling/advertising/presentation of food must not mislead consumers</li> <li>3. Food must be traceable</li> </ol> <p><b>Weights and Measures Act (1985)</b></p> <ol style="list-style-type: none"> <li>1. This Act makes it illegal to give short weight or an inadequate quantity</li> <li>2. Trading Standards Officers ensure that consumers are not given less than they have paid for</li> <li>3. Trading Standards Officers ensure that traders do not use inaccurate weighing and measuring equipment</li> <li>4. It is an offence to sell food items without the quantity of the goods being indicated on the package</li> <li>5. Some pre-packed foods have to be sold in prescribed metric measurements</li> </ol> <p>1 mark for correct Act 1 mark for correct explanation</p>	2	

## Intermediate 2 Home Economics

### Analysis of Question Paper for 2014

Health and Food Technology



Lifestyle and Consumer  
Technology



Fashion and Textile Technology



#### Analysis of question content, choice and mark allocation.

Q	Content outline	Content grid		Choice		Mark	
		MPA/PD/CS	Page	yes	no	Skill	Mark
<b>1 (a)</b>	Function of Carbohydrate and iron + 2 food sources	MPA			✓	KU	6
(b)	Two ways of preventing High Blood Pressure	MPA			✓	KU	2
(c)	Evaluation of an active 9yr old boys diet	MPA			✓	EV	4
<b>2 (a)</b>	Choice of food mixer for TV baking competition	PD			✓	DC	4
(b)	Functional properties of food	PD		✓		KU	2
(c)	Food labelling	CS			✓	KU	2
(d)	Principles of design linked to developing food products	PD		✓		KU	2
(e)	Methods of production	PD				KU	2
<b>3 (a)</b>	Factors influencing consumer choice of food	CS			✓	KU	4
(b)	Choice of food steamer	CS			✓	DC	4
(c)	Safety labels	CS			✓	KU	2
(d)	Lifestyle changes to improve health	MPA			✓	KU	2
<b>4 (a)</b>	Evaluation of sports drink	CS		✓		EV	4
(b)	Choice of children's meal deal	PD			✓	DC	4
(c)	Techniques to promote sales	CS			✓	KU	4
<b>5 (a)</b>	State three Scottish dietary targets one practical way of meeting them	MPA			✓	KU	6
(b)	Choice of frozen dessert for school canteen	PD			✓	DC	4
(c)	Act which protects consumer when buying food, explain one point of the Act	CS			✓	KU	2

<b>Context:</b>	✓	<b>Health and Food Technology</b>
		<b>Lifestyle and Consumer Technology</b>
<b>Intermediate 2 Home Economics. Analysis of Question Paper for the Year 2014</b>		<b>Fashion and Textile Technology</b>
<b>Question Paper Summary: Mark Allocation</b>		

Question	Component Unit				Skill Assessment			
	Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall & use of knowledge	Draw conclusions	Evaluate	Totals
1 (a)	6				6			6
(b)	2				2			2
(c)	4						4	4
<b>Totals</b>	<b>12</b>			<b>0</b>	<b>8</b>		<b>4</b>	<b>12</b>

<b>Intermediate 2 Home Economics. Analysis Question Paper for the Year 2014</b>	<b>Context:</b>	✓	<b>Health and Food Technology</b>
			<b>Lifestyle and Consumer Technology</b>
			<b>Fashion and Textile Technology</b>

**Question 1 - 5**

		<b>Component Unit</b>				<b>Skill Assessment</b>			
Question		Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall and use of knowledge	Draw conclusions	Evaluate	Totals
1	(a) (b) (c)	6 2 4			0	6 2		4	12
2	(a) (b) (c) (d) (e)		4 2 2 2	2	2 2	2 2 2	4		12
3	(a) (b) (c) (d)	2		4 4 2	2	4 2 2	4		12
4	(a) (b) (c)		4	4 4	4	4	4	4	12
5	(a) (b) (c)	6	4	2		6 2	4		12
<b>Totals</b>		<b>20</b>	<b>18</b>	<b>22</b>	<b>10</b>	<b>36</b>	<b>16</b>	<b>8</b>	
<b>Target Range</b>		<b>15-25 marks</b>	<b>15-25 marks</b>	<b>15-25 marks</b>	<b>10-12 marks</b>	<b>30-37 marks</b>	<b>15-20 marks</b>	<b>8-10 marks</b>	<b>60 marks</b>

[END OF MARKING INSTRUCTION]