



# **2014 Lifestyle and Consumer Technology**

## **Intermediate 2**

### **Finalised Marking Instructions**

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## **Part One: General Marking Principles for: Lifestyle and Consumer 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: Lifestyle and Consumer 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 skill:</b> Recall and Use of Knowledge</p> <p><b>Dietary factors</b></p> <ol style="list-style-type: none"> <li>1. High intake of fat</li> <li>2. High intake of sugar</li> <li>3. Low intake of fibre (NSP)</li> <li>4. Low intake of fruit/vegetables</li> <li>5. Excess protein in the diet</li> </ol> <p><b>Lifestyle factors</b></p> <ol style="list-style-type: none"> <li>1. Increase in 'sedentary' pastimes eg computer games/TV/less regular exercise/sport/outdoor activities</li> <li>2. Parents/children walk less</li> <li>3. More working parents/less parental influence</li> <li>4. Fewer 'family' meals/increase in grazing/snacking</li> <li>5. Fewer children eat breakfast</li> <li>6. Increase in eating out/fast foods/takeaway meals</li> <li>7. Children have their 'own' money to spend/increased spending power/likes and dislikes</li> <li>8. Influence of peers</li> <li>9. Increase in 'cafeteria' style meals</li> <li>10. Influence of advertising</li> <li>11. Portion distortion/'go large'</li> </ol> <p>2 x 1 mark for correct dietary factor 2 x 1 mark for correct lifestyle factors</p>	<b>4</b>	
1 (b)	<p><b>Core skill:</b> Recall and Use of Knowledge</p> <ol style="list-style-type: none"> <li>1. It gives strength/vitality</li> <li>2. It helps the child to sleep</li> <li>3. It helps prevent obesity</li> <li>4. It helps to improve the child's stamina</li> <li>5. It tones muscles/makes the child's heart/lungs/muscles work more efficiently</li> <li>6. It can aid the child's appetite</li> <li>7. Can provide vitamin D</li> </ol> <p>1 mark for correct benefit</p>	<b>1</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p><b>Core Skill:</b> Recall and Use of Knowledge</p> <ol style="list-style-type: none"> <li>1. Chop finely and add to pasta/rice/pizza/favourite foods</li> <li>2. Add fruit to breakfast cereals</li> <li>3. Chop finely and cook in stews/casseroles/curry/pies</li> <li>4. Process/liquidise and use to make soup.</li> <li>5. Liquidise to make fruit/vegetable drinks/smoothies</li> <li>6. Serve with dips</li> <li>7. Serve in a novelty way/shapes/kebabs</li> <li>8. Serve in sauce</li> <li>9. Cut into sticks/crudities and serve as snacks</li> <li>10. Involve toddler in food preparation/cooking</li> <li>11. Mash vegetables in with potatoes</li> <li>12. Make fruit/vegetable wedges</li> <li>13. Use as a filling for sandwiches / wraps</li> </ol> <p>3 x 1 mark for each practical way</p>	<b>3</b>	

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1	(d)	<b>Core Skill:</b> Evaluation	4																																			
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2	(b)	<p><b>Core skill:</b> Recall and Use of Knowledge</p> <p><b>Cash</b></p> <p>Advantage</p> <ol style="list-style-type: none"> <li>1. The goods are automatically yours</li> <li>2. Cash is accepted in all retail outlets</li> <li>3. There is no interest to pay, so may save money</li> <li>4. Consumer may be able to negotiate a discount</li> <li>5. Avoids getting into debt</li> </ol> <p>Disadvantage</p> <ol style="list-style-type: none"> <li>1. Full price must be paid at time of purchase</li> <li>2. May have to wait until enough money is saved</li> <li>3. Choice may be restricted by the amount of cash saved</li> </ol> <p><b>Credit</b></p> <p>Advantage</p> <ol style="list-style-type: none"> <li>1. Allows the consumer to buy the buggy even if they do not have enough money</li> <li>2. The pushchair is owned immediately</li> <li>3. Available in most outlets so have a good choice of where to buy the pushchair</li> <li>4. It is possible to get interest free credit so no extra charge is incurred</li> <li>5. Extra protection may be offered/money may be refunded on a faulty pushchair</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p><b>(Cont)</b></p> <p>Disadvantage</p> <ol style="list-style-type: none"> <li>1. Interest charged may be high, making the buggy more expensive</li> <li>2. Payments may still have to be made after the pushchair is no longer used/is damaged/lost/stolen</li> <li>3. May get into more debt than intended by buying a more expensive pushchair</li> </ol> <p>1 x 1 mark for correct advantage 1 x 1 mark for correct disadvantage</p>	<b>2</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(c)	<p><b>Core Skill:</b> Recall and Use of Knowledge</p> <p><b>Full length zip fastening</b></p> <ol style="list-style-type: none"> <li>Will be quick and easy for the toddler/parent to put on/take off</li> <li>Will be easier for the toddler to fasten by himself</li> <li>Will keep the toddler warm/dry when out in the winter</li> </ol> <p><b>Zipped pocket</b></p> <ol style="list-style-type: none"> <li>Toddler will be able to store small personal items in pockets</li> <li>Toddler can put belongings in the pockets to keep them dry</li> <li>Toddler could put his hands in the pockets to keep them warm as it will be cold in winter</li> <li>Zips may provide extra security for the toddler's money/belongings</li> <li>Tabs will make it easier for the toddler to open/close the pockets</li> </ol> <p><b>Fleece lined hood</b></p> <ol style="list-style-type: none"> <li>Fleece lining will keep the toddler warm/comfortable in winter</li> <li>Hood is attached so the toddler will not lose it</li> </ol> <p><b>Cartoon motif</b></p> <ol style="list-style-type: none"> <li>Toddler may like this so will be happy to wear the jacket</li> <li>May help toddler/parents/nursery staff identify the toddler's jacket/help prevent it from getting lost</li> </ol> <p><b>Reflective strips</b></p> <ol style="list-style-type: none"> <li>Toddler would be seen by cars when out walking in the dark</li> <li>Parents might feel the jacket is safer for the child</li> <li>Toddler might like the idea of the reflective strips and be happy to wear the jacket</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(c)	<p><b>(Cont)</b></p> <p><b>Elasticated hem</b></p> <ol style="list-style-type: none"> <li>1. Will help keep the toddler warm in winter</li> <li>2. Will help keep the toddler's indoor clothing dry so the toddler will be more comfortable</li> </ol> <p>3 x 1 mark for correct explanation of design features</p>	<b>3</b>	
2	(d)	<p><b>Core Skill:</b> Recall and Use of Knowledge</p> <ol style="list-style-type: none"> <li>1. Brand/maker's name</li> <li>2. Care instructions</li> <li>3. Fabric composition/fibre content</li> <li>4. Country of origin</li> <li>5. Safety instructions</li> <li>6. Stock code number</li> <li>7. CE mark</li> <li>8. Fair Trade/organic details</li> <li>9. Price</li> <li>10. Colour</li> </ol> <p>3 x 1 mark for correct points of information</p>	<b>3</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(a)	<p><b>Core Skill:</b> Recall and Use of Knowledge</p> <ol style="list-style-type: none"> <li>1. Weight of baby</li> <li>2. Length of baby</li> <li>3. Circumference of baby's head</li> <li>4. Apgar score</li> <li>5. Examine baby's skin</li> <li>6. Check fontanel</li> <li>7. Listen to heartbeat/breathing</li> <li>8. Check hips for clicking</li> <li>9. Check spine</li> <li>10. Check internal organs feel normal</li> <li>11. Jaundice check</li> <li>12. Temperature</li> <li>13. Hearing</li> <li>14. Check baby's mouth</li> </ol> <p>2 x 1 mark for each health check</p>	2	
	(b)	<p><b>Core Skill:</b> Recall and Use of Knowledge</p> <ol style="list-style-type: none"> <li>1. Boosts baby's immune system/has antibodies to protect against disease</li> <li>2. Milk is always at the correct temperature/baby won't be harmed/is more likely to feed well</li> <li>3. All nutrients required by baby are present in correct amounts</li> <li>4. All nutrients can be readily absorbed by baby/less likely to suffer from malnutrition</li> <li>5. Milk is in correct consistency so less chance of baby being overweight/underweight/suffering from constipation</li> <li>6. Does not cause allergies</li> <li>7. Baby is less likely to become ill from incorrect bottle sterilization</li> <li>8. Helps mother/baby bond</li> <li>9. No added expense for the mother</li> <li>10. May offer protection against cancer in the mother</li> <li>11. May help the mother get her figure back more quickly</li> <li>12. Saves the mother time preparing/sterilizing bottles</li> <li>13. Easier to feed baby on demand</li> </ol> <p>2 x 1 mark for each benefit</p>	2	

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(e)	<p><b>Core Skill:</b> Recall and Use of Knowledge</p> <p><b>Sale and Supply of Goods Act (1994)</b></p> <ol style="list-style-type: none"> <li>1. Goods must match the description given to them</li> <li>2. Goods must be fit for their purpose</li> <li>3. Goods must be of satisfactory quality</li> <li>4. Goods must be free from minor defects</li> <li>5. Goods must be safe</li> <li>6. The consumer must reject faulty goods in reasonable time</li> <li>7. The consumer is entitled to a refund (though may accept a replacement/repair)</li> </ol> <p><b>Sale and Supply of Goods to Consumers Regulation (2002)</b></p> <ol style="list-style-type: none"> <li>1. Enhanced the consumers' rights under the Sale of Goods Act 1979 and the Sale and Supply of Goods Act 1994 when buying the washing machine</li> <li>2. Means that consumers have the right to repair or replacement if washing machine is faulty. Consumers have the legal right to:</li> <li>3. Choose repair/replacement/ partial or full refund / compensation if washing machine is faulty</li> <li>4. If consumer complains within 6 months, the onus is on the retailer to prove the washing machine was not faulty at time of purchase</li> <li>5. If consumer complains after 6 months, the onus is on the consumer to prove the washing machine was faulty at time of purchase</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(e)	<p><b>(Cont)</b></p> <p><b>Consumer Protection Act (1987)</b></p> <ol style="list-style-type: none"> <li>1. Goods must not be dangerous to health</li> <li>2. Safety standards help manufacturers to meet this law</li> <li>3. Dangerous goods can be banned from sale immediately (for up to 6 months)</li> <li>4. Consumers have rights to compensation for death/injury caused by faulty goods</li> <li>5. The Act protects the manufacturer as well as the seller</li> </ol> <p><b>Consumer Protection from Unfair Trading Regulations (2008)</b></p> <ol style="list-style-type: none"> <li>1. It makes it illegal to falsely describe goods being sold</li> <li>2. It makes it illegal to falsely describe services offered</li> <li>3. Details given about goods must be accurate and true</li> <li>4. Protects consumers from traders who deliberately or accidentally mislead their customers</li> <li>5. Goods which have been reduced in price eg in a sale must have been sold at the higher price for at least 28 days in the last 6 months</li> </ol> <p><b>NB The Trade Descriptions Act</b> has been removed from the Arrangements documents and replaced with the Consumer Protection from Unfair Trading Regulations 2008</p> <p>1 mark for correct Act 1 mark for explanation linked to the Act</p>	2	

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4	(a)	<b>(Cont)</b>			
		Rigid plastic container	Suitable	Manufacturer	1. rigid box will keep its shape so will look attractive when delivered to the consumer 2. contents of the box will be less likely to be damaged / fewer complaints 3. box will be less likely to burst so contents will not be lost 4. can be posted safely for the 'direct to your door' service
				Consumer	5. food will be in good condition so will be enjoyed
			Not suitable	Manufacturer	1. plastic is not environmentally friendly so may lose consumers who are environmentally aware.
				Consumer	2. may avoid this if they are environmentally aware
		Letterbox friendly size	Suitable	Manufacturer	1. will meet the criteria for 'direct to your door' which is what he wants 2. may encourage sales as consumers do not have to be in when box is delivered
				Consumers	3. convenient as do not have to be in when box is delivered
			Not suitable	Manufacturer	1. size of box will be restricted so may limit the foods he offers
		Product information on base	Suitable	Manufacturer	1. can be used to advertise products and may increase sales 2. may include an order form so may encourage repeat purchases
				Consumers	3. may be keen to know about the products/make future orders
			Not suitable	Manufacturer	4. will need to keep the information up to date so may have to reject boxes which have out of date information

Question		Expected Answer(s)	Max Mark	Additional Guidance	
4	(a)	(Cont)			
		Wipe included	Suitable	Manufacturer	1. may encourage sales as consumers may see this as convenient
				Consumer	2. will make the product easier to eat so may make repeat purchases
			Not suitable	Manufacturer	3. consumer may avoid the product if they feel it is over packaged
4 x 1 mark for each point of evaluation linked to the case study					

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(b)	<p><b>Core Skill:</b> Recall and Use of Knowledge</p> <p><b>Market Research</b></p> <ol style="list-style-type: none"> <li>1. Helps manufacturers establish if there is a need for the product/gap in the market</li> <li>2. To establish market trends/what the consumer wants to buy</li> <li>3. To establish where the consumers will buy the product</li> <li>4. To establish the type of people who will buy the product/customer characteristics</li> <li>5. To decide on the final price for a product</li> <li>6. To help manufacturers establish how they are going to promote and advertise a product</li> <li>7. To help the manufacturers gain public opinion of how successful a product would be.</li> <li>8. To help manufacturers gain consumer response to a product</li> <li>9. To monitor and evaluate a product's performance in the market place</li> </ol> <p><b>Prototype production</b></p> <ol style="list-style-type: none"> <li>1. To collect information/identify problems about production/manufacture while still on a small scale</li> <li>2. To make modifications to production/specification more quickly/more easily/more cheaply (while still on a small scale)</li> <li>3. To establish suppliers for resources/ingredients</li> <li>4. To cost the product more accurately</li> <li>5. To decide whether to produce/abandon product</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(b)	<p><b>(Cont)</b></p> <p><b>Concept generation</b></p> <ol style="list-style-type: none"> <li>1. Helps to establish a gap in the market</li> <li>2. Helps to develop ideas from market analysis</li> <li>3. It is the first stage in the development process for a new product</li> <li>4. Stage where all/new ideas are considered</li> </ol> <p>2 x 1 mark for each reason linked to stage in product development</p>	<b>2</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(c)	<p><b>Core Skill:</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>Religion</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
4	(c)	<p><b>(Cont)</b></p> <p><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 may choose/avoid certain foods</li> <li>3. Consumers may choose vegetarian foods due to concerns over animal related diseases</li> <li>4. Consumers may be choosing natural/organic/unprocessed/additive free foods because of the 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>4 x 1 mark for each explanation linked to consumer choice</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(d)	<p><b>Core Skill:</b> Recall and Use of Knowledge</p> <p><b>Role of Environmental Health Officer</b> in respect of food premises</p> <ol style="list-style-type: none"> <li>1. To check food is safe/fit for consumption</li> <li>2. Look at how food businesses are run and identify any potential hazards</li> <li>3. Carry out a risk assessment</li> <li>4. Check that arrangements for delivery of raw materials/storage conditions/protection of food from contamination are adequate</li> <li>5. Check that no animals/rats/mice/insects/birds are allowed in premises</li> <li>6. Check that actual preparation of food/cleaning/methods/equipment used is hygienic and free from contamination</li> <li>7. Can issue an improvement notice if business does not comply with the regulations</li> <li>8. Can take samples of food to be tested for levels of bacteria</li> <li>9. To ensure that goods sold are safe/not harmful</li> <li>10. Can close down premises if they believe that a business gives rise to a health risk</li> <li>11. Check that premises where food is prepared and sold are kept clean/hygienic/well lit/well ventilated</li> <li>12. Check that adequate toilet and washing facilities are provided for the staff</li> <li>13. Check that the staff are trained in food hygiene</li> <li>14. Check that first aid equipment is provided</li> <li>15. To deal with complaints about unclean premises or contaminated food</li> <li>16. To investigate possible offences</li> <li>17. To deal with noise pollution, poor sanitation and refuse problems</li> <li>18. To enforce the Food Safety Act</li> </ol> <p>2 x 1 mark for each reason linked to the EHO</p>	2	

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Range of sizes 4 stars/best	Athletes	<ol style="list-style-type: none"> <li>each athlete will get a strip that fits well so will look smart/be comfortable</li> <li>wide range means even the smallest athlete will get a strip</li> <li>all athletes will get a strip to fit which is what was wanted</li> </ol>																														
	Club	<ol style="list-style-type: none"> <li>will know their members will look smart/be comfortable</li> </ol>																														
Range of colours 4 stars/best	Club	<ol style="list-style-type: none"> <li>will be able to get the club colours</li> <li>may be able to choose a different colour combination for training and competition strips</li> <li>strips in the club colours will make the athletes easy to spot in competitions</li> <li>strips in the club colours will make the athletes easy to identify which is what the club wanted</li> </ol>																														
Absorbency 3 stars/equal best	Athletes	<ol style="list-style-type: none"> <li>will absorb perspiration so will be more comfortable</li> </ol>																														
Wash at 60°C	Athletes	<ol style="list-style-type: none"> <li>able to be machine washed so will save time/effort</li> <li>most stains will be removed so strips will look smarter</li> <li>higher temperature will make the strips more hygienic</li> </ol>																														
May be tumble dried	Athletes	<ol style="list-style-type: none"> <li>strips will dry quickly so will be ready for the next training session/competition</li> <li>will save time/effort for parents</li> </ol>																														
Personalised logo included in the price	Club	<ol style="list-style-type: none"> <li>athletes will be easy to identify which is what was wanted</li> <li>strips will look more professional so will give a good impression</li> <li>will save the club money as logo is included in the price</li> </ol>																														
	Athletes	<ol style="list-style-type: none"> <li>easily identified as part of a team when training/travelling/competing</li> <li>will give a sense of team spirit/ethos</li> <li>can find each other when travelling/at competitions</li> </ol>																														
Cost ££/equal least expensive	Club	<ol style="list-style-type: none"> <li>will be able to buy strips for all athletes</li> <li>will not have paid too much money as strips may be grown out of quickly</li> <li>may be able to buy spare strips in case other athletes join</li> </ol>																														
		<p>1 mark for correct choice 3 x 1 mark for reasons linked to the needs of the case study</p>																														

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	(b)	<p><b>Core Skill:</b> Recall and Use of Knowledge</p> <p><b>Fruit and vegetables</b></p> <p>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>Benefit to health</p> <ol style="list-style-type: none"> <li>1. Reduces risk of constipation/diverticular disease</li> <li>2. Reduces risk of bowel disease/bowel disorders/cancer of the bowel</li> <li>3. Helps prevent heart disease/obesity</li> <li>4. Reduces risk of tooth decay</li> <li>5. Reduces risk of hypertension/high blood pressure/strokes</li> <li>6. Reduces risk of cancer</li> </ol> <p><b>Bread</b></p> <p>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>Benefit to health</p> <ol style="list-style-type: none"> <li>1. Reduces risk of constipation/diverticular disease</li> <li>2. Reduces risk of bowel disease/bowel disorders/cancer of the bowel</li> <li>3. Helps prevent heart disease/obesity</li> <li>4. Reduces risk of tooth decay</li> <li>5. Reduces risk of hypertension/high blood pressure</li> </ol>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	(b)	<p><b>(Cont)</b></p> <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>Benefit to health</p> <ol style="list-style-type: none"> <li>1. Reduces risk of constipation/diverticular disease</li> <li>2. Reduces risk of bowel disease/bowel disorders/cancer of the bowel</li> <li>3. Helps prevent heart disease/obesity</li> <li>4. Reduces risk of tooth decay</li> <li>5. Reduces risk of hypertension/high blood pressure</li> </ol> <p><b>Fat</b></p> <p>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>Benefit to health</p> <ol style="list-style-type: none"> <li>1. Reduces risk of obesity</li> <li>2. Reduces risk of coronary heart disease</li> </ol> <p>2 x 1 mark for each dietary target 2 x 1 mark for benefit to health linked to each target</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance																								
5	(c)	<p><b>Core Skill:</b> Drawing Conclusions</p> <p><b>Correct Choice:</b> <b>Snack bar B</b></p> <table border="1"> <thead> <tr> <th>Fact</th> <th>Link</th> <th>Justification</th> </tr> </thead> <tbody> <tr> <td rowspan="2"> <b>Flavours available:</b>  apple  raspberry  strawberry </td> <td>Athletes</td> <td> 1. will like at least one of the flavours so will enjoy the bar  2. will like at least one of the flavours so will be happy to eat it after competing  3. range of flavours so will be able to have a different one each time/will not become bored with the same flavour </td> </tr> <tr> <td>Club</td> <td>4. flavours are likely to be popular so will know the athletes will eat the bars</td> </tr> <tr> <td> <b>Size:</b> 70g/  biggest </td> <td>Athletes</td> <td>1. will be enough to satisfy the athletes' appetites</td> </tr> <tr> <td rowspan="2"> <b>Energy content:</b>  950kJ/  highest </td> <td>Athletes</td> <td> 1. will best replace the energy the athlete has used in competing  2. will give the most energy for further competition </td> </tr> <tr> <td>Club</td> <td>3. likely to be able to help get the best performance from the athletes</td> </tr> <tr> <td rowspan="2"> <b>Carbohydrate:</b>  38g – of which  sugars 9g highest  CHO/lowest sugar </td> <td>Athletes</td> <td> 1. will best replace the energy used in competing  2. most of the CHO is TCC so will be a long lasting source of energy  3. sugar will give a quick burst of energy to replace energy used in competing  4. sugar content is not too high so will help athlete avoid dental decay </td> </tr> <tr> <td>Club</td> <td> 5. will be assured that they are helping the athletes perform better  6. will encourage healthier eating in the athletes </td> </tr> <tr> <td> <b>Cost:</b>  45p per bar/  equal cheapest </td> <td>Club</td> <td> 1. will not have to spend too much on the bars  2. may see bars as value for money </td> </tr> </tbody> </table>	Fact	Link	Justification	<b>Flavours available:</b> apple raspberry strawberry	Athletes	1. will like at least one of the flavours so will enjoy the bar 2. will like at least one of the flavours so will be happy to eat it after competing 3. range of flavours so will be able to have a different one each time/will not become bored with the same flavour	Club	4. flavours are likely to be popular so will know the athletes will eat the bars	<b>Size:</b> 70g/ biggest	Athletes	1. will be enough to satisfy the athletes' appetites	<b>Energy content:</b> 950kJ/ highest	Athletes	1. will best replace the energy the athlete has used in competing 2. will give the most energy for further competition	Club	3. likely to be able to help get the best performance from the athletes	<b>Carbohydrate:</b> 38g – of which sugars 9g highest CHO/lowest sugar	Athletes	1. will best replace the energy used in competing 2. most of the CHO is TCC so will be a long lasting source of energy 3. sugar will give a quick burst of energy to replace energy used in competing 4. sugar content is not too high so will help athlete avoid dental decay	Club	5. will be assured that they are helping the athletes perform better 6. will encourage healthier eating in the athletes	<b>Cost:</b> 45p per bar/ equal cheapest	Club	1. will not have to spend too much on the bars 2. may see bars as value for money	4	
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## 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</b>	(a) Dietary factors which contribute to obesity Lifestyle factors which contribute to obesity	MPA	7 8		✓	KU	4
	(b) Benefit of playing outside for a child	MPA	7		✓	KU	1
	(c) Ways to include fruit and vegetables in toddler's diet	MPA	10		✓	KU	3
	(d) Meal evaluation for active 2 year old girl	MPA	9		✓	EV	4
	(e)						
<b>2</b>	(a) Choice of pushchair	CS	15		✓	DC	4
	(b) Advantages/disadvantages of cash/credit	CS	14	✓		KU	2
	(c) Design features of jacket for toddler	PD	23	✓		KU	3
	(d) Information found on label of jacket	CS	15		✓	KU	3
	(e)						
<b>3</b>	(a) Checks for new born baby	MPA	13		✓	KU	2
	(b) Benefits of breastfeeding	MPA	9		✓	KU	2
	(c) Choice of washing machine	CS	12		✓	DC	4
	(d) Ways to get advice when buying washing machine	CS	12		✓	KU	2
	(e) Act to protect consumer when buying washing machine	CS	18		✓	KU	2
<b>4</b>	(a) Evaluation of packaging for a snack box	PD	24	✓		EV	4
	(b) Developing food product	PD	12	✓		KU	2
	(c) Consumer influences on food	CS	24		✓	KU	4
	(d) Reasons why Environmental Health Officer visits	CS	21		✓	KU	2
	(e)						
<b>5</b>	(a) Choice of athletics strips	PD	23		✓	DC	4
	(b) Dietary targets	MPA	8		✓	KU	4
	(c) Choice of snack bar for athletes	PD	12		✓	DC	4
	(d)						
	(e)						

<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)	4				4			
(b)	1				1			
(c)	3				3			
(d)	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) (d)	4 1 3 4			0	4 1 3		4	12
2	(a) (b) (c) (d)		3	4 2 3	2 3	2 3 3	4		12
3	(a) (b) (c) (d) (e)	2 2		4 2 2		2 2 2 2	4		12
4	(a) (b) (c) (d)		4 2	4 2	4 2	2 4 2		4	12
5	(a) (b) (c) (d)	4	4 4			4	4 4	4	12
<b>Totals</b>		20	17	23	11	36	16	8	
<b>Target Range</b>		15-25 marks	15-25 marks	15-25 marks	10-12 marks	30-37 marks	15-20 marks	8-10 marks	60 marks

[END OF MARKING INSTRUCTIONS]