



2015 Health and Food Technology

Intermediate 2

Finalised Marking Instructions

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Part One: General Marking Principles for: 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>Core skills: Recall and use of knowledge</p> <p>Function of protein</p> <ol style="list-style-type: none"> 1. Growth and repair (of body cells) 2. Maintenance (of body cells) 3. (Extra is used as a) source of energy <p>1 mark for correct function</p>	1	
1	(b)	<p>Core skills: Recall and use of knowledge</p> <p>Food Sources</p> <p>High biological value protein</p> <ol style="list-style-type: none"> 1. (Red) meat 2. Poultry 3. Fish 4. Eggs 5. Milk 6. Cheese 7. Soya bean/Tofu/TVP 8. Mycoprotein/quorn <p>Low biological value protein</p> <ol style="list-style-type: none"> 1. Cereals 2. Bread 3. Flour 4. Pasta 5. Rice 6. Breakfast cereal 7. Potatoes 8. Pulse vegetables – do not accept <i>in addition</i> to peas/beans/lentils 9. Peas 10. Beans 11. Lentils 12. Nuts/seeds 13. Gelatine <p>2 x 1 mark for each correct food source</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>Core skills: Recall and use of knowledge</p> <ol style="list-style-type: none"> 1. Vitamin D works with calcium to form strong bones and teeth. 2. Vitamin D aids absorption of calcium. 3. Without vitamin D less calcium will be absorbed and this will reduce the strength of bones and teeth. <p>1 mark for correct explanation</p>	1	
1	(d)	<p>Core skills: Recall and use of knowledge</p> <ol style="list-style-type: none"> 1. Use fluoride toothpaste. 2. Brush teeth after meals/snacks/morning and night/twice a day. 3. Floss once a day. 4. Eat a well-balanced diet. 5. Avoid soft/sweet/sticky foods cakes/hard sweets. 6. When snacking choose foods such as nuts/raw vegetables/cheese/sugarless gum/sweets. 7. Visit the dentist every six months. 8. Renew tooth brush every six weeks/ when bristles bend. <p>2 x 1 mark for correct explanation</p>	2	

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1	(e)	<p>Core skills: Evaluation</p> <table border="1"> <thead> <tr> <th>Fact</th> <th>Opinion</th> <th>Link</th> <th>Consequence</th> </tr> </thead> <tbody> <tr> <td>Energy 9.36MJ/low (EAR 11.6) NSP</td> <td>Not suitable</td> <td>16 year old boy</td> <td> <ol style="list-style-type: none"> 1. May not have enough energy as he is active 2. May feel tired/lose concentration </td> </tr> <tr> <td>NSP 14.5g/low (RNI 18g)</td> <td>Not suitable</td> <td>16 year old boy</td> <td> <ol style="list-style-type: none"> 1. Increased risk of constipation/ bowel disease/bowel cancer/ diverticulitis 2. May feel hungry so may be more likely to snack on high fat/sugar/ salt foods which will increase his risk of dental caries/CHD/obesity/ high blood pressure </td> </tr> <tr> <td>Vitamin B1 0.8mg/ enough correct/ (RNI 0.8mg)</td> <td>Suitable</td> <td>16 year old boy</td> <td> <ol style="list-style-type: none"> 1. Will be enough for the release of energy from food 2. Will release energy from food to allow him to be active 3. He will maintain muscle tone and he is active/may be concerned about his appearance 4. It is not stored in the body so he will need a daily supply </td> </tr> <tr> <td>Vitamin C 32mg/low (RNI 40 mg)</td> <td>Not suitable</td> <td>16 year old boy</td> <td> <ol style="list-style-type: none"> 1. Iron may not be absorbed so he may become anaemic 2. May pick up infections easily 3. He is active and injuries may take longer to heal 4. Anti-oxidant so he may reduce his risk of cancers </td> </tr> <tr> <td>Iron 16.9mg/high (RNI 14.8)</td> <td>Suitable</td> <td>16 year old boy</td> <td> <ol style="list-style-type: none"> 1. Reduced risk of anaemia, common in teenagers 2. He is less likely to feel tired/faint as he is active </td> </tr> <tr> <td>Sodium 1900mg/high (RNI 1600mg)</td> <td>Not suitable</td> <td>16 year old boy</td> <td> <ol style="list-style-type: none"> 1. Increased risk of high blood pressure 2. Increased risk of stroke/heart disease </td> </tr> </tbody> </table>	Fact	Opinion	Link	Consequence	Energy 9.36MJ/low (EAR 11.6) NSP	Not suitable	16 year old boy	<ol style="list-style-type: none"> 1. May not have enough energy as he is active 2. May feel tired/lose concentration 	NSP 14.5g/low (RNI 18g)	Not suitable	16 year old boy	<ol style="list-style-type: none"> 1. Increased risk of constipation/ bowel disease/bowel cancer/ diverticulitis 2. May feel hungry so may be more likely to snack on high fat/sugar/ salt foods which will increase his risk of dental caries/CHD/obesity/ high blood pressure 	Vitamin B1 0.8mg/ enough correct/ (RNI 0.8mg)	Suitable	16 year old boy	<ol style="list-style-type: none"> 1. Will be enough for the release of energy from food 2. Will release energy from food to allow him to be active 3. He will maintain muscle tone and he is active/may be concerned about his appearance 4. It is not stored in the body so he will need a daily supply 	Vitamin C 32mg/low (RNI 40 mg)	Not suitable	16 year old boy	<ol style="list-style-type: none"> 1. Iron may not be absorbed so he may become anaemic 2. May pick up infections easily 3. He is active and injuries may take longer to heal 4. Anti-oxidant so he may reduce his risk of cancers 	Iron 16.9mg/high (RNI 14.8)	Suitable	16 year old boy	<ol style="list-style-type: none"> 1. Reduced risk of anaemia, common in teenagers 2. He is less likely to feel tired/faint as he is active 	Sodium 1900mg/high (RNI 1600mg)	Not suitable	16 year old boy	<ol style="list-style-type: none"> 1. Increased risk of high blood pressure 2. Increased risk of stroke/heart disease 	4	
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2	(a)	Cont...		
		Fact	Link	Conclusion/justification
		Variety of flavours 4 stars/ excellent/best	Target group	1. Will be more likely to find a flavour they like
			Sports venue	1. Can offer a choice, so target group may buy more
			Manufacturer	1. Consumers have a choice so may sell more
1 mark for correct choice 3 x 1 mark for reasons linked to the needs of the case study				

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>Core skills: Recall and use of knowledge</p> <p>Preference/Rating test</p> <ol style="list-style-type: none"> 1. Collect information/opinions about specific attributes of a product 2. Identify specific strengths/weaknesses in a product 3. Allows changes to be made to specific attributes based on results of testing <p>Ranking/Scoring/Grading test</p> <ol style="list-style-type: none"> 1. Find out how much a tester likes/dislikes a product 2. Make judgments about specific characteristics of a product eg flavour/ colour <p>Discrimination/Difference test</p> <ol style="list-style-type: none"> 1. Find out if testers can tell the difference between the manufacturer's product and that of a competitor 2. Find out if testers can tell the difference between an existing product and a new recipe 3. Find out if testers can tell the difference if the proportions of ingredients are changed eg reduced salt <p>Paired comparison test</p> <ol style="list-style-type: none"> 1. Find out if testers can tell the difference between two products in terms of a specific attribute eg sweetness 2. Find out if testers can identify changes made in a recipe <p>Triangle test</p> <ol style="list-style-type: none"> 1. Find out if the tester can identify the product on test from two other similar products 2. Find out how similar/different the test product is from the other products <p>Taste threshold test</p> <ol style="list-style-type: none"> 1. Find out the minimum concentration of an ingredient before the product becomes unacceptable <p>2 x 1 mark for correct identification of sensory test 1 mark for correct explanation</p>	3	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(c)	<p>Core skills: Recall and use of knowledge</p> <p>Ingredients list (in descending order)</p> <ol style="list-style-type: none"> 1. The consumer can take account of likes/dislikes 2. The consumer can take account of allergies/intolerances 3. The consumer can take account of the proportion/amount of an ingredient in the product 4. The consumer can see if the product is suitable for a vegetarian <p>Name of food</p> <ol style="list-style-type: none"> 1. So the consumer is not misled/is clear about what is being bought 2. Names of certain foods are prescribed by law so the consumer is not misled <p>Treatment/processing/conditioning of food</p> <ol style="list-style-type: none"> 1. So the consumer knows of any process the food has undergone (accept appropriate examples eg part baked/dried/smoked) <p>Net quantity/weight/volume of product</p> <ol style="list-style-type: none"> 1. So the consumer can compare prices 2. So the consumer can calculate value for money 3. So the consumer can check if the package contains enough for their needs/how many to buy <p>Date mark Use by date</p> <ol style="list-style-type: none"> 1. So the consumer can calculate the shelf life of the food 2. So the consumer knows when the food will no longer be safe to eat/may cause food poisoning <p>Best before date</p> <ol style="list-style-type: none"> 1. Tells the consumer the date until which the food has best appearance/flavour/texture/nutritive value 2. So the consumer knows when the food may not taste as good but will still be safe to eat 	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(c)	<p>Cont...</p> <p>Storage instructions</p> <ol style="list-style-type: none"> 1. So the consumer can store food to keep it in optimum condition 2. So the consumer can maximise the shelf life of the food 3. So the consumer can enjoy the food at its best 4. So the consumer can check if they have the correct storage facilities (accept appropriate examples eg freezer) <p>Preparation/cooking instructions</p> <ol style="list-style-type: none"> 1. So the consumer gets the best results/ enjoys the product at its best 2. To ensure the product is safe to eat 3. So the consumer does not use the product wrongly (eg 'not suitable for microwaving') <p>Name and address/contact details of the manufacturer/packer/seller</p> <ol style="list-style-type: none"> 1. So the consumer can contact the manufacturer in case of complaint/ enquiry <p>Place/country of origin</p> <ol style="list-style-type: none"> 1. The consumer may wish to avoid products from a certain country 2. The consumer may wish to support a particular country (accept examples eg Produce of Scotland) <p>Lot/batch number</p> <ol style="list-style-type: none"> 1. The consumer can identify products which are recalled by the manufacturer <p>Known allergens</p> <ol style="list-style-type: none"> 1. The consumer is warned of potential health risk of specific allergens (accept examples) <p>2 x 1 mark for correct identification of point 2 x 1 mark for correct explanation linked to point</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(d)	<p>Core skills: Recall and use of knowledge</p> <ol style="list-style-type: none"> 1. The Food Safety Act (1990). 2. The Food Safety (General Food Hygiene) Regulations (1995). 3. The Weights and Measures Act (1985). 4. The Trades Descriptions Act (1968). 5. The Food Hygiene (Scotland) Regulations (2006). 6. The General Food Regulations (2004) 7. Consumer Protection from Unfair Trading Regulations/CPR's (2008). <p>1 mark for correct Act</p>	1	

Question		Expected Answer(s)	Max Mark	Additional Guidance	
3	(a)	Core skills: Evaluation	4		
Toaster A					
		Fact	Opinion	Link	Consequence
		Two slice toaster	Suitable	Student	1. will not take up too much space in the kitchen if it is small 2. will be economical if only one person is making toast
			Not suitable	Student	1. will not be large enough if the students want to make a number of slices at once 2. will take the students a long time to cook several slices
		Cool touch exterior	Suitable	Student	1. it will prevent students getting burnt 2. it will prevent students from melting plastic bags/bread wrappers (if they are too close to the toaster) 3. use less energy so saving money
		Available in black or white	Suitable	Student	1. colours are neutral so may fit in with black or white kitchen decor/ other appliances 2. choose one to match the kitchen/ other appliances
			Not suitable	Student	1. colours may not match kitchen decor/other appliances
		5 browning settings	Suitable	Student	1. allows the toast to be as light/ brown as students want 2. each student can get toast as they like it
			Not suitable	Student	1. may restrict brownness choice for the students
		Buzzer	Suitable	Student	1. will know when toast is ready (so can eat it straight away) 2. students can do something else while bread is toasting
			Not suitable	Student	1. it could disturb other students in the flat
		Defrost button	Suitable	Student	1. Can defrost bread easily to make toast 2. Can save the student time waiting for bread to defrost (to make toast) 3. Can use bread from the freezer to save time buying fresh bread

Question		Expected Answer(s)	Max Mark	Additional Guidance	
3	(a)	Cont...			
Toaster B					
		Fact	Opinion	Link	Consequence
		Four slice toaster	Suitable	Student	1. can make enough toast quickly 2. can still use as a two slice toaster if small amounts needed
			Not suitable	Student	1. it may take up too much room if the kitchen is small
		Rubber feet	Suitable	Student	1. will help prevent the student knocking the toaster over
		Available in black or stainless steel	Suitable	Student	1. it may fit in with the kitchen decor/ other appliances
			Not suitable	Student	1. it may not match the kitchen decor/other appliances 2. it might be difficult to maintain a good appearance if in stainless steel
		9 browning settings	Suitable	Student	1. can have toast as dark or as light as they want 2. browning level can be adjusted to suit each student's tastes
			Not suitable	Student	1. wide range of settings may not be required, so student may be paying for features which are not used
		High lift facility	Suitable	Student	1. makes it safer/easier for the students to get toast out of the toaster
		Wide slots for thick breads and rolls	Suitable	Student	1. can use the toaster for a variety of bread products 2. might encourage students to try new breads/increase bread intake 3. can accommodate a variety of students' likes and dislikes
4 x 1 mark for points of evaluation linked to the needs of the case study					

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(b)	<p>Core skills: Recall and use of knowledge</p> <ol style="list-style-type: none"> 1. Citizens' Advice Bureau 2. Which? Magazine/Consumer Association 3. Consumer Advice Centre 4. Reputable retail outlets 5. Magazines, eg Good Housekeeping 6. Friends and family 7. Internet 8. Food technologists <p>2 x 1 mark for correct source of advice</p>	2	
3	(c)	<p>Core skills: Recall and use of knowledge</p> <p>Budget</p> <ol style="list-style-type: none"> 1. If budget is limited consumers may choose more economy brands. 2. If budget is limited consumers may be restricted in their choice of foods. 3. If budget is limited consumers may choose more convenience food as they may be cheaper/less fresh foods as they may be more expensive. 4. If budget is limited consumers may choose lower quality foods as they may be cheaper. 5. If budget is high then consumers may choose foods from stores they may perceive as 'quality' stores. 6. If budget is high consumers may choose to buy more 'quality' foods/more ready - prepared foods/luxury items. <p>Nutritional knowledge</p> <ol style="list-style-type: none"> 1. Consumers may choose/avoid certain foods they know to be healthy/unhealthy 2. Consumers may choose certain foods which are promoted as being nutritious 3. Consumers may still choose less healthy options despite knowing they are unhealthy 4. Consumers may be guided by taste and personal preferences if they have no knowledge of nutrition <p>2 x 1 mark for correct explanation linked to the consumer</p>	2	

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3	(d)	<p>Core skills: Drawing conclusions</p> <p>Correct choice: Ready made meal B</p>	4																			
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Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(b)	<p>Core skills: Recall and use of knowledge</p> <p>Cost of ingredients</p> <ol style="list-style-type: none"> 1. To ensure the manufacturer makes enough profit 2. To ensure the product is value for money for the consumer 3. To ensure that the product is priced similarly to its competitors <p>Flavour</p> <ol style="list-style-type: none"> 1. To make the product appealing to the consumer, so increase sales 2. To ensure repeat purchases, so increase sales 3. To increase consumer appeal by offering a range of flavours 4. To increase consumer appeal by offering 'limited edition' flavours 5. To offer current trend flavours and so increase consumer appeal <p>2 x 1 mark for correct explanation</p>	2	
4	(c)	<p>Core skills: Recall and use of knowledge</p> <p>1°C - 4°C</p> <p>1 mark for correct temperature within the range</p>	1	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(d)	<p>Core skills: Recall and use of knowledge</p> <p>Concept generation</p> <ol style="list-style-type: none"> 1. Brainstorming ideas for a new product 2. Development of ideas from market analysis 3. Identifying a gap in the market 4. To start the product development process <p>Prototype production</p> <ol style="list-style-type: none"> 1. Make a sample/specimen of the product 2. To test the production line 3. To test the product against the specification 4. To find out the cost of a new product 5. To allow modifications to be made before the product goes into full production 6. To decide on the viability of the product <p>Marketing Plan</p> <ol style="list-style-type: none"> 1. Decisions will be taken on how the product will be promoted 2. Decisions will be taken on the price of the product 3. Decisions will be taken on the advertising of the product 4. Decisions will be taken on the packaging of the product 5. Decisions will be taken on the positioning of the product (for sale) <p>2 x 1 mark for correct explanation</p>	2	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(e)	<p>Core skills: Recall and use of knowledge</p> <p>Reversible change</p> <ol style="list-style-type: none"> 1. Water > steam > water 2. Water > ice > water 3. Chocolate melts on heating > solidifies on cooling 4. Margarine/butter/lard melts on heating > solidifies on cooling <p>Irreversible change</p> <ol style="list-style-type: none"> 1. Water mixed with flour > paste 2. Starch gelatinised when heated in a liquid 3. Starch > dextrin when heated with dry heat 4. Egg white coagulates on heating 5. Sugar caramelises on heating 6. Meat browns when cooking 	1	
4	(f)	<p>Core skills: Recall and use of knowledge</p> <p>Decrease the proportion of flour in a sauce</p> <ol style="list-style-type: none"> 1. The sauce will be thin/less viscose 2. The sauce will be watery <p>Increase the proportion of sugar in a sponge</p> <ol style="list-style-type: none"> 1. The sponge will be sweeter 2. The sponge will burn more readily 3. The sponge may sink in the middle 4. The sponge will be courser grained 5. A sugary coating will form on the sponge 6. Any fruit may sink/collapse 7. The sponge will be darker in colour <p>Decrease the proportion of fat in pastry</p> <ol style="list-style-type: none"> 1. Flavour will be bland 2. Pastry will be a lighter colour 3. Pastry will be tough 4. Pastry will be doughy/spongy/texture will be changed <p>2 x 1 mark for correct explanation</p>	2	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	(a)	<p>Core skills: Recall and use of knowledge</p> <p>Fruit and vegetables</p> <ol style="list-style-type: none"> 1. Increase intake of fruit and vegetables. 2. Increase intake of fruit and vegetables to 5 portions per day. 3. Intake of fruit and vegetables to double. 4. Intake of fruit and vegetables to increase to 400g per day. <p>Change</p> <ol style="list-style-type: none"> 1. Add one (or more) vegetable to the dish (any suitable vegetable would be acceptable). <p>Fats</p> <ol style="list-style-type: none"> 1. Reduce intake of fats. 2. Reduce total fat intake. 3. Intake of total fat to be reduced to no more than 35% of food energy. 4. Reduce intake of saturated fat. 5. Average intake of saturated fat to be reduced to no more than 11 % of food energy. <p>Change</p> <ol style="list-style-type: none"> 1. Change whole milk to semi-skimmed or skimmed milk. 2. Change butter to low fat alternative. 3. Omit butter from sauce. 4. Change cheddar cheese to Edam or reduced-fat cheddar cheese. <p>Fish</p> <ol style="list-style-type: none"> 1. Eat more fish, especially oily fish 2. Eat more oily fish 3. Intake of white fish to be maintained 4. Intake of oily fish to double (from 44g to 88g per week) <p>Change</p> <ol style="list-style-type: none"> 1. Add fish/smoked haddock/tuna to the dish (any suitable fish would be acceptable). <p>Salt</p> <ol style="list-style-type: none"> 1. Intake of salt to be reduced. 2. Intake of salt to be reduced from 163mmol/day to 100mmol/day/no more than 6g/day. 	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	(a)	<p>Cont...</p> <p>Change</p> <ol style="list-style-type: none"> 1. Remove salt from the dish. 2. Replace salt with LoSalt/herbs. 3. Reduce proportion of salt in the dish. <p>Total Complex Carbohydrate</p> <ol style="list-style-type: none"> 1. Increase intake of total complex carbohydrate/fruit and vegetables/bread/breakfast cereal/rice/pasta/potatoes. 2. Increase intake of TCC foods by 25%. <p>Change</p> <ol style="list-style-type: none"> 1. Increase pasta in the dish. 2. Add one (or more) vegetable to the dish (any suitable vegetable would be acceptable). 3. Use wholemeal flour instead of plain flour. 4. Add breadcrumbs as a topping. <p>3 x 1 mark for correct identification of target</p> <p>3 x 1 mark for correct change made</p>		

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5	(c)	<p>Core skills: Recall and use of knowledge</p> <p>Advantage</p> <ol style="list-style-type: none"> 1. Can view the whole range of products 2. Can check if the item is in stock/waiting time 3. Can compare prices 4. Can compare features of different models 5. Can check at any time of day/night 6. Can order from home 7. Can organise to have goods delivered 8. May be quicker/saves time as a favourites list can be created 9. Can schedule a delivery slot in advance <p>Disadvantage</p> <ol style="list-style-type: none"> 1. May be difficult to choose from a photograph/may not be a photograph available 2. Have to wait for goods to arrive 3. May have to pay an additional cost for delivery 4. May have to wait in for delivery 5. Goods may not arrive 6. Goods may be damaged 7. May have the inconvenience of returning goods 8. Must have a debit/credit card 9. Risk of fraud/identity theft 10. Must have internet access 11. No personal service/advice 12. May take longer 13. Inappropriate goods may be substituted 14. Quality/freshness may not be as required 15. Range/choice of products may be limited 16. Best before dates may be too close to the current date <p>1 mark for advantage 1 mark for disadvantage</p>	2	

Intermediate 2 Home Economics

Analysis of Question Paper for 2015

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	yes	no	Skill	Mark
1 (a)	Function of Protein	MPA		✓	KU	1
(b)	Two food sources of High Biological value and Low Biological value protein	MPA		✓	KU	4
(c)	Explain Inter – relationship between Calcium and Vitamin D	MPA		✓	KU	1
(d)	Two ways to prevent dental caries	MPA		✓	KU	2
(e)	Evaluate diet of 16 year old boy	MPA		✓	EV	4
2 (a)	Choice of fruit drink for a sports centre	PD		✓	DC	4
(b)	2 Sensory tests manufacturer could carry out	PD		✓	KU	3
(c)	Information by law on Food labels	CS		✓	KU	4
(d)	One act which protects consumer when buying food	CS			KU	1
3 (a)	Student wants to buy a toaster for his flat, has a shared kitchen	CS	✓		EV	4
(b)	Advice when choosing toaster	CS		✓	KU	2
(c)	Factors affecting consumer choice of food	CS	✓		KU	2
(d)	Choice of ready meal for a student	CS		✓	DC	4
4 (a)	Choice of celebration cake for nursery	PD		✓	DC	4
(b)	Factors affecting choice of ingredients	PD		✓	KU	2
(c)	Temperature of fridge	MPA		✓	KU	1
(d)	2 stages in product development	PD	✓		KU	2
(e)	Reversible change/irreversible change in food production	MPA	✓		KU	1
(f)	Functional properties of foods	MPA	✓		KU	2
5 (a)	State three dietary targets one practical way of meeting them	MPA		✓	KU	6
(b)	Choice of liquidizer for a catering outlet	PD		✓	DC	4
(c)	One advantage and one disadvantage of buying food on line			✓	KU	2

Analysis of Question Paper

	Component Unit				Skill Assessment			
Question	MPA	PD	CS	Choice	KU	DC	EV	Total
1 a	1			0	1			12
1 b	4				4			
1 c	1				1			
1 d	2				2			
1 e	4						4	
2 a		4				4		12
2 b		3			3			
2 c			4		4			
2 d			1		1			
2 e								
3 a			4	4			4	12
3 b			2	2	2			
3 c			2		2			
3 d			4			4		
3 e								
4 a		4		2		4		12
4 b		2			2			
4 c	1				1			
4 d		2			2			
4 e	1				1			
4 f	2				2			
5 a	6				6			12
5 b		4				4		
5 c			2		2			
5 d								
5 e								
Totals	22	19	19	11	36	16	8	
Target Range	15 – 25 marks	15 – 25 marks	15 – 25 marks	10 – 12 marks	30 – 37 marks	15 – 20 marks	8 – 10 marks	60 marks

Intermediate 2 Home Economics. Analysis of Question Paper for the Year 2015 Context:

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

Health and Food Technology
Lifestyle and Consumer Technology
Fashion and Textile Technology

Question 1

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

[END OF MARKING INSTRUCTION]