

FOR OFFICIAL USE

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Total Marks

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X118/11/01

NATIONAL
QUALIFICATIONS
2012

THURSDAY, 3 MAY
1.00 PM – 2.30 PM

HOME ECONOMICS
HEALTH AND FOOD
TECHNOLOGY
INTERMEDIATE 2

Fill in these boxes and read what is printed below.

Full name of centre

--

Town

--

Forename(s)

--

Surname

--

Date of birth

Day Month Year

--	--	--	--	--	--

Scottish candidate number

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Number of seat

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- 1 Try to answer every question in this paper.
- 2 Read the whole of each question carefully before you answer it.
Remember that some questions have an element of choice in them.
The breakdown of Knowledge and Understanding (**KU**), Drawing Conclusions (**DC**) and Evaluation (**EV**) marks are indicated beside each question.
- 3 Write your answers in the spaces provided.
- 4 Additional lines at the end of the booklet can be used if more space is required for answers or if you need to do any rough work.
- 5 Before leaving the examination room you must give this book to the Invigilator. If you do not, you may lose all the marks for this paper.



Marks

1. (a) For each of the following nutrients state:

- (i) **one** function;
- (ii) **two different** food sources.

Carbohydrate

Function _____ 1 KU

Food Source 1 _____ 1 KU

Food Source 2 _____ 1 KU

Vitamin D

Function _____ 1 KU

Food Source 1 _____ 1 KU

Food Source 2 _____ 1 KU

(b) State **two** diet related diseases linked to a high intake of sugar.

Disease 1 _____ 1 KU

Disease 2 _____ 1 KU

1. (continued)

Marks

- (c) Taking account of the Dietary Reference Values (DRVs) for a boy aged 1–3 years, evaluate the suitability of the toddler’s meals.

Dietary Reference Values for a boy aged 1–3 years					
<i>Estimated Average Requirements</i>	<i>Reference Nutrient Intake</i>				
<i>Energy (MJ)</i>	<i>Protein (mg)</i>	<i>Calcium (mg)</i>	<i>Vitamin B Thiamine (mg)</i>	<i>Iron (mg)</i>	<i>Vitamin C (mg)</i>
5.20	14.5	350	0.5	6.9	30

Dietary Analysis of a toddler’s meals					
<i>Estimated Average Requirements</i>	<i>Reference Nutrient Intake</i>				
<i>Energy (MJ)</i>	<i>Protein (mg)</i>	<i>Calcium (mg)</i>	<i>Vitamin B Thiamine (mg)</i>	<i>Iron (mg)</i>	<i>Vitamin C (mg)</i>
6.10	11.8	380	0.6	4.2	35

Evaluation 1 _____

1 EV

Evaluation 2 _____

1 EV

Evaluation 3 _____

1 EV

Evaluation 4 _____

1 EV

Marks

2. (a) A manufacturer wants to introduce a range of “Food-to-go” lunch boxes.

The food must:

- be international
- be ready to eat
- be aesthetically pleasing
- be value for money
- have recyclable packaging.

Study the information about the “Food-to-go” lunch boxes below and choose the **most suitable** to be sold.

Information about “Food-to-go” lunch boxes			
	Lunch box A	Lunch box B	Lunch box C
Packaging	<ul style="list-style-type: none"> • cardboard box with plastic inner sections • wooden chopsticks • soy sauce sachet 	<ul style="list-style-type: none"> • waxed cardboard box with cardboard dividers • wooden fork • paper napkin 	<ul style="list-style-type: none"> • polystyrene tray with cellophane wrap • plastic cutlery • moist wipe in foil sachet
Contents	<ul style="list-style-type: none"> • Chinese rice salad • prawn crackers • lychees 	<ul style="list-style-type: none"> • Italian pasta salad • mini bread sticks • watermelon slices 	<ul style="list-style-type: none"> • Scotch egg salad • ready salted crisps • apple
Appearance	****	****	***
Flavour	**	***	***
Cost	£££	££	££

Key:	* → ****	£ → ££££
Poor → Excellent	Inexpensive → Expensive	

Tick (✓) **one** of the boxes below to indicate your choice.

Lunch box A Lunch box B Lunch box C **1 DC**

Marks

2. (a) (continued)

Give **three** reasons for your choice.

Reason 1 _____

1 DC

Reason 2 _____

1 DC

Reason 3 _____

1 DC

- (b) Identify **two** sensory tests the manufacturer could carry out on the “Food-to-go” lunch boxes.

Explain the information the manufacturer would gain from test 1.

Sensory test 1 _____

1 KU

Information _____

1 KU

Sensory test 2 _____

1 KU

[Turn over

Marks

2. (continued)

(c) Identify **two** points of information which, by **law**, must be stated on a food label.

Explain the importance of **each** point to the consumer.

Point 1 _____ **1 KU**

Explanation _____

_____ **1 KU**

Point 2 _____ **1 KU**

Explanation _____

_____ **1 KU**

(d) Name **one** Act which protects the consumer when buying food.

Act _____ **1 KU**

[Turn over for Question 3 on *Page eight*

Marks

3. (a) The landlord of a student flat wants to buy a microwave for use in a small, shared kitchen.

Choose **one** of the microwaves below and evaluate its suitability.

Microwave A

- H 25 cm, W 43 cm, D 33 cm
- power – 700 W
- available in black or white
- manual operation
- chaos defrost*
- auto weight cook facility

Microwave B

- H 31 cm, W 46 cm, D 36 cm
- power – 800 W
- stainless steel finish
- touch controls
- inverter technology**
- child safety lock

* chaos defrost — uses random pulses of microwave energy to reduce defrosting time.

** inverter technology — ensures food is heated evenly.

Tick (✓) **one** of the boxes below to indicate your choice.

Microwave A Microwave B

Evaluation 1 _____

1 EV

Evaluation 2 _____

1 EV

Evaluation 3 _____

1 EV

Evaluation 4 _____

1 EV

Marks

3. (continued)

(b) State **two** ways the landlord could get advice when choosing a microwave.

1 _____

1 KU

2 _____

1 KU

(c) Explain **two** ways **one** of the following might affect a consumer's choice of food.

Budget

Knowledge of nutrition

Tick (✓) **one** of the boxes to indicate your choice.

Explanation 1 _____

1 KU

Explanation 2 _____

1 KU

[Turn over

Marks

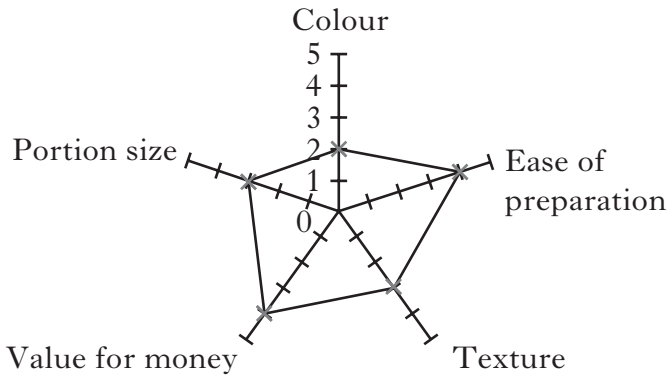
3. (continued)

(d) A student wants to buy a ready made meal.

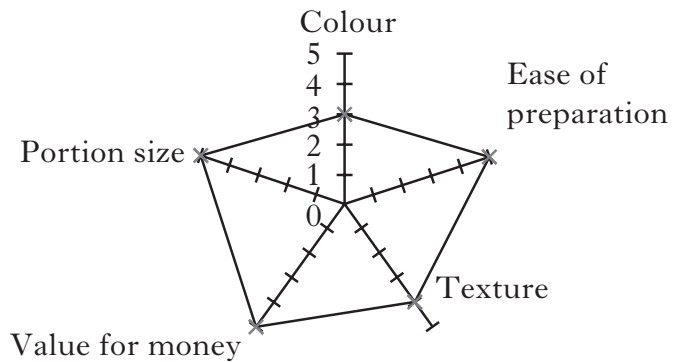
Study the information about ready made meals below and choose the **most suitable** for the student.

Information about ready made meals

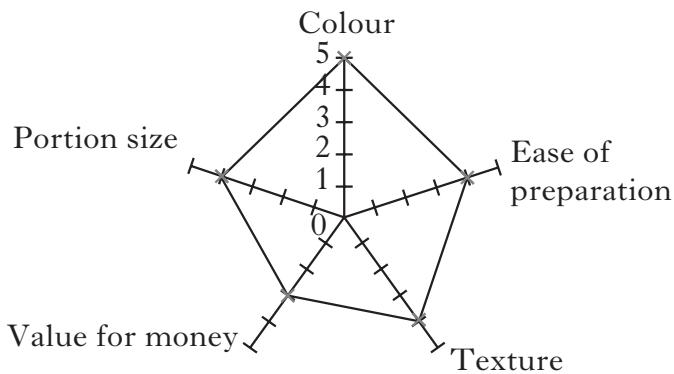
Ready made meal A



Ready made meal B



Ready made meal C



Key:
1=poor → 5=excellent

Tick (✓) **one** of the boxes below to indicate your choice.

Ready made meal A Ready made meal B Ready made meal C **1 DC**

Marks

3. (d) (continued)

Give **three** reasons for your choice.

Reason 1 _____

1 DC

Reason 2 _____

1 DC

Reason 3 _____

1 DC

[Turn over

Marks

4. (a) A party planner has been asked to provide a cake for a child's birthday party.

The cake must:

- appeal to children
- be personalised
- be additive free.

Study the information about cakes below and choose the **most suitable** cake for the party planner to provide.

Information about children's birthday cakes			
	Cake A	Cake B	Cake C
Type of cake	Fruit	Sponge	Sponge
Ranges of sizes available	✓	✓✓	✓✓✓
Aesthetic appeal	✓✓	✓✓✓	✓✓✓✓
Additives used	No	Yes	No
Shelf life	✓✓✓✓	✓✓	✓✓✓
Can be personalised	Personalisation kit included	Can be personalised at additional cost	Free personalisation 24 hrs notice required
Cost	£££	££	££

Key:					
✓	→	✓✓✓✓	£	→	££££
Poor	→	Excellent	Inexpensive	→	Expensive

Tick (✓) **one** of the boxes below to indicate your choice.

Cake A Cake B Cake C

1 DC

Marks

4. (a) (continued)

Give **three** reasons for your choice.

Reason 1 _____

1 DC

Reason 2 _____

1 DC

Reason 3 _____

1 DC

(b) Explain why a food manufacturer would consider the following when developing a food product.

Cost of ingredients _____

1 KU

Flavour _____

1 KU

(c) State the correct temperature range required for a refrigerator.

1 KU

[Turn over

Marks

4. (continued)

- (d) Explain why a food manufacturer may carry out **two** of the following stages in product development.

Place the numbers **1** and **2** in the boxes to indicate your choice.

Concept Generation

Prototype Production

Marketing Plan

Explanation 1 _____

1 KU

Explanation 2 _____

1 KU

- (e) Give **one** example of one of the following changes which occur during food production.

Tick (✓) **one** of the boxes to indicate your choice.

Reversible change

Irreversible change

Example _____

1 KU

Marks

4. (continued)

(f) Explain how changing the proportion of ingredients in **two** of the following products would affect the finished result.

Place the numbers **1** and **2** in the boxes to indicate your choice.

Increase the proportion of flour in a sauce.

Increase the proportion of sugar in a sponge.

Increase the proportion of fat in pastry.

Explanation 1 _____

1 KU

Explanation 2 _____

1 KU

[Turn over

Marks

5. (a) State **three** Scottish dietary targets. Give a **different** practical way of meeting **each** target.

Scottish dietary target 1 _____

1 KU

Practical way _____

1 KU

Scottish dietary target 2 _____

1 KU

Practical way _____

1 KU

Scottish dietary target 3 _____

1 KU

Practical way _____

1 KU

Marks

5. (continued)

- (b) A Home Economics department wants to buy hand blenders. The pupils often make soup and use breadcrumbs in their cooking. The kitchens have limited storage space.

Study the information about hand blenders below and choose the **most suitable** hand blenders for the department to buy.

Information about hand blenders		
Hand blender A	Hand blender B	Hand blender C
<ul style="list-style-type: none"> • Power – 300 W • Stainless steel blades • Anti-splash guard • 3 speeds • Purées, blends, chops • Wall attachment • Noise level – low • Cost – £12.99 	<ul style="list-style-type: none"> • Power – 250W • Stainless steel blades • Turbo boost function • 1 speed • Purées • Recipe leaflet included • Noise level – medium • Cost – £12.50 	<ul style="list-style-type: none"> • Power – 275 W • Plastic blades • Easy grip handle • 3 speeds • Purées, whisks, blends • Beaker included • Noise level – low • Cost – £13.99

Tick (✓) **one** of the boxes below to indicate your choice.

Hand blender A Hand blender B Hand blender C 1 DC

Give **three** reasons for your choice.

Reason 1 _____

_____ 1 DC

Reason 2 _____

_____ 1 DC

Reason 3 _____

_____ 1 DC

Marks

5. (continued)

(c) State **one** advantage and **one** disadvantage of buying foods online.

Advantage _____

1 KU

Disadvantage _____

1 KU

[END OF QUESTION PAPER]

