

FOR OFFICIAL USE

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Total Marks

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X118/11/01

NATIONAL TUESDAY, 7 MAY
QUALIFICATIONS 1.00 PM – 2.30 PM
2013

HOME ECONOMICS
HEALTH AND FOOD
TECHNOLOGY
INTERMEDIATE 2

Fill in these boxes and read what is printed below.

Full name of centre

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Town

--

Forename(s)

--

Surname

--

Date of birth

Day Month Year

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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) (i) State **one** dietary function and **two** food sources of fat.

Dietary function of fat _____ 1 KU

Food source 1 _____ 1 KU

Food source 2 _____ 1 KU

(ii) State **one** dietary function and **two** food sources of sodium.

Dietary function of sodium _____ 1 KU

Food source 1 _____ 1 KU

Food source 2 _____ 1 KU

(b) Name **one** dietary disease linked to a high intake of sodium.

Dietary disease _____ 1 KU

(c) Explain the inter-relationship between vitamin B and carbohydrate.

Explanation _____

_____ 1 KU

1. (continued)

Marks

(d) Taking account of the Dietary Reference Values (DRVs) for a pregnant woman, evaluate the suitability of her day's meals.

Dietary Reference Values for a pregnant woman					
<i>Estimated Average Requirements</i>		<i>Reference Nutrient Intake</i>			
<i>Energy (MJ)</i>	<i>NSP (g)</i>	<i>Protein (g)</i>	<i>Calcium (mg)</i>	<i>Iron (mg)</i>	<i>Vitamin C (mg)</i>
8.9	18.0	51.0	800	14.8	50.0

Nutrient content of a day's meals eaten by a pregnant woman					
<i>Energy (MJ)</i>	<i>NSP (g)</i>	<i>Protein (g)</i>	<i>Calcium (mg)</i>	<i>Iron (mg)</i>	<i>Vitamin C (mg)</i>
10.4	14.6	60.0	750	10.6	56.0

Evaluation 1 _____

1 EV

Evaluation 2 _____

1 EV

Evaluation 3 _____

1 EV

Evaluation 4 _____

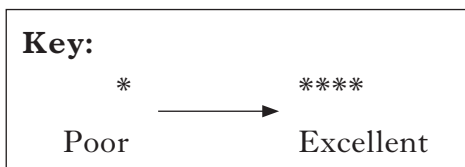
1 EV

Marks

2. (a) The manager of a restaurant wants to sell a range of paninis.

Study the information about paninis and choose the **most suitable** panini for the restaurant.

Information about paninis			
	Panini A	Panini B	Panini C
Range of breads	***	*	***
Range of fillings	***	**	**
Appearance	***	**	***
Flavour	****	****	***
Storage details	<ul style="list-style-type: none"> • Keep refrigerated • Can be frozen 	<ul style="list-style-type: none"> • Frozen • Defrost before use 	<ul style="list-style-type: none"> • Keep refrigerated • Use within 2 days



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

Panini A Panini B Panini C

1 DC

Give **three** reasons for your choice.

Reason 1 _____

1 DC

Reason 2 _____

1 DC

Reason 3 _____

1 DC

Marks

2. (continued)

(b) The restaurant manager wants to buy a panini maker to use in the busy restaurant.

Choose **one** of the panini makers below and evaluate its suitability for the restaurant.

Information about panini makers	
Panini maker A	Panini maker B
<ul style="list-style-type: none"> • Heating time: 5 minutes • Stay cool handle • Ready to use indicator light • Non-stick plates • Fixed hinges • Wipe clean plates • Variable temperature settings • Flex length: 100 cm 	<ul style="list-style-type: none"> • Heating time: 3 minutes • Cool touch exterior • Timer • Scratch proof plates • Adjustable hinges • Dishwasher proof plates • Single temperature setting • Flex length: 150 cm

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

Panini maker A Panini maker B

Evaluation 1 _____

_____ **1 EV**

Evaluation 2 _____

_____ **1 EV**

Evaluation 3 _____

_____ **1 EV**

Evaluation 4 _____

_____ **1 EV**

Marks

2. (continued)

(c) Name an Act that protects the consumer when buying a panini maker.

Act _____

1 KU

(d) **Apart from personal hygiene**, state **three** steps the restaurant staff could take to avoid the risk of food poisoning.

Step 1 _____

1 KU

Step 2 _____

1 KU

Step 3 _____

1 KU

[Turn over for Question 3 on *Page eight*

Marks

3. (a) State **two** reasons why a food manufacturer might develop a new product.

Reason 1 _____

1 KU

Reason 2 _____

1 KU

(b) State **two** ways the food manufacturer could reduce energy costs.

1 _____

1 KU

2 _____

1 KU




(c) A youth club, which has a small kitchen, wants to buy a cupcake maker to use to make cupcakes with children.

The cupcake maker must be:

- easy to clean
- value for money.

Study the information about cupcake makers opposite and choose the most suitable cupcake maker for the youth club to buy.

3. (c) (continued)

Information about cupcake makers		
Cupcake maker A	Cupcake maker B	Cupcake maker C
		
<ul style="list-style-type: none"> • Makes 6 cupcakes • Cooking time: 10 minutes • £24.99 • Light indicates when ready to use • Non-stick cooking plates • Dimensions 29 cm × 29 cm × 16 cm 	<ul style="list-style-type: none"> • Makes 7 cupcakes • Cooking time: 8–9 minutes • £26.99 • Light indicates end of cooking time • Wipe clean cooking plates • Dimensions 29 cm × 32 cm × 19 cm 	<ul style="list-style-type: none"> • Makes 8 cupcakes • Cooking time: 8 minutes • £24.99 • Light and buzzer indicate end of cooking time • Non-stick cooking plates • Dimensions 26 cm × 29 cm × 15 cm

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

Cupcake maker A

Cupcake maker B

Cupcake maker C

1 DC

Give **three** reasons for your choice.

Reason 1 _____

1 DC

Reason 2 _____

1 DC

Reason 3 _____

1 DC

Marks

3. (continued)

(d) Choose **two** of the following ingredients used in a baked product. Explain **one** function of **each** ingredient.

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

Eggs	<input type="checkbox"/>
Sugar	<input type="checkbox"/>
Flour	<input type="checkbox"/>
Margarine	<input type="checkbox"/>

Function of ingredient 1 _____

1 KU

Function of ingredient 2 _____

1 KU

Marks

3. (continued)

(e) Select (✓) **two** of the following foods and explain how a manufacturer could improve their nutritional value.

Give a **different** answer for each food.

Breakfast cereal	<input type="checkbox"/>
Fruit juice	<input type="checkbox"/>
Tinned fish	<input type="checkbox"/>

Food 1 improvement _____

1 KU

Food 2 improvement _____

1 KU

[Turn over

Marks

4. (a) A student wants to buy a ready meal to eat while studying.

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

Information about ready meals			
	Ready meal A	Ready meal B	Ready meal C
Number of servings	1–2	1	2
Preparation instructions	<ul style="list-style-type: none"> Remove cardboard sleeve Pierce film lid 	<ul style="list-style-type: none"> Remove cardboard sleeve and film lid Pour over sauce 	<ul style="list-style-type: none"> Remove all packaging Place contents in a microwavable container
Cooking times	Microwave – 4 minutes or Oven – 20 minutes	Oven – 20 minutes	Microwave – 4 minutes
Serving instructions	Stir and serve	Transfer to serving plate	Stir and serve
Aesthetic appeal	***	***	**
Value for money	****	****	***

Key:

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

Ready meal A

Ready meal B

Ready meal 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

[Turn over

Marks

4. (continued)

(b) Explain the importance to the consumer of **four** of the points of information found on the following food label.

Put the numbers **1, 2, 3** and **4** in the boxes to indicate your choice.

The image shows a food label for 'Thai Chicken with Sticky Rice'. The label is enclosed in a large rectangular border. At the top center, the product name 'Thai Chicken with Sticky Rice' is written in bold. Below the name, there are four main sections: 'Ingredients', 'Cooking instructions', 'Storage', and '450 g e'. The 'Ingredients' section lists: Rice, coconut milk, chicken breast meat, vegetable oil, lemongrass, kafir lime leaves, green chillies, sea salt, and garlic puree. The 'Cooking instructions' section includes: Preheat oven 180 °C, Fan oven 160 °C, Gas mark 4. Remove outer packaging. Pierce film lid. Place on the middle shelf of oven for 25 minutes. Check product is piping hot before serving. Below the cooking instructions, it says 'DO NOT REHEAT'. The 'Storage' section says: Keep refrigerated. Suitable for freezing. To the right of the '450 g e' section, there is a 'Use by 2nd July' section. There are five empty boxes with arrows pointing to specific parts of the label: one on the left pointing to the 'Ingredients' section, one on the right pointing to the product name, one on the right pointing to the 'Cooking instructions' section, one on the right pointing to the 'Use by 2nd July' section, and one at the bottom pointing to the '450 g e' section.

Explanation 1 _____

1 KU

Explanation 2 _____

1 KU

Explanation 3 _____

1 KU

Explanation 4 _____

1 KU

Marks

4. (continued)

(c) State **two** reasons why a manufacturer may carry out sensory testing.

Reason 1 _____

1 KU

Reason 2 _____

1 KU

(d) Identify **two** sensory tests a manufacturer might carry out on the Thai Chicken with Sticky Rice.

Test 1 _____

1 KU

Test 2 _____

1 KU

[Turn over

Marks

5. (a) A school cafeteria supervisor wishes to adapt the following recipe to help meet the Scottish Dietary Targets.

Savoury pasta
Pasta
Streaky bacon
Butter
Plain flour
Whole milk
Cheddar cheese
Salt
Onion

Identify **three different** Scottish Dietary Targets.

For **each** Dietary Target identified, describe **one** way to adapt the recipe to help meet the Target.

Dietary Target 1 _____ 1 KU

Adaptation _____

_____ 1 KU

Dietary Target 2 _____ 1 KU

Adaptation _____

_____ 1 KU

Dietary Target 3 _____ 1 KU

Adaptation _____

_____ 1 KU

Marks

5. (continued)

(b) The school cafeteria staff need takeaway containers to serve the hot savoury pasta in.

Study the information about takeaway containers below and choose the **most suitable** takeaway container for the cafeteria staff to buy.

Information about takeaway containers			
	Container A	Container B	Container C
Range of sizes	✓✓✓	✓✓	✓✓✓
Insulation*	✓✓✓✓	✓✓✓	✓✓✓
Rigidity**	✓✓✓	✓✓✓	✓✓
Cost	£	£££	£
Features	<ul style="list-style-type: none"> Stackable Attached lid 	<ul style="list-style-type: none"> Boxes and lids stack separately 3 colours available 	<ul style="list-style-type: none"> Lids available separately Logo available at extra cost

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

*Insulation: does not allow the heat to pass through

**Rigidity: keeps the container in shape without bending

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

Container A

Container B

Container C

1 DC

[Turn over

Marks

5. (b) (continued)

Give **three** reasons for your choice.

Reason 1 _____

1 DC

Reason 2 _____

1 DC

Reason 3 _____

1 DC

Marks

5. (continued)

- (c) State **two** reasons why an Environmental Health Officer might inspect food premises.

Reason 1 _____

Reason 2 _____

1 KU

1 KU

[END OF QUESTION PAPER]

