

FOR OFFICIAL USE

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

Total Marks

--

X118/201

NATIONAL
QUALIFICATIONS
2009

TUESDAY, 9 JUNE
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

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

Number of seat

--

- 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.



[BLANK PAGE]

Marks

1. (a) State **two** functions of carbohydrate in the diet.

Function 1 _____ 1 KU

Function 2 _____ 1 KU

- (b) Name **two** food sources of **each** of the following types of carbohydrate.

- (i) **Total Complex Carbohydrate**

Food source 1 _____ 1 KU

Food source 2 _____ 1 KU

- (ii) **Sugar**

Food source 1 _____ 1 KU

Food source 2 _____ 1 KU

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

_____ 1 KU

- (d) Name **one** dietary disease linked to a high intake of fat.

_____ 1 KU

- (e) State **two** ways of avoiding **each** of the following.

High blood pressure

1 _____ 1 KU

2 _____ 1 KU

Osteoporosis

1 _____ 1 KU

2 _____ 1 KU

[Turn over

Marks

2. (a) A chef carries out the following steps when preparing a chicken salad wrap for sale.

For **two** of the steps shown below:

- (i) identify **one** food hygiene hazard;
- (ii) give a **different** explanation of how the hazard could be avoided.

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

Step A

Cuts raw chicken into strips, then uses the same board to shred lettuce and slice tomato.

☐

Step B

Fries the chicken until cooked and then leaves it uncovered to cool on the kitchen worktop for three hours.

☐

Step C

Spreads mayonnaise on a tortilla wrap, adds the cooked chicken and salad. Rolls it up and places it on a plate to be sold later.

☐

Step 1

Food hygiene hazard

1 KU

How it could be avoided

1 KU

Marks

2. (a) (continued)

Step 2

Food hygiene hazard

1 KU

How it could be avoided

1 KU

(b) (i) Name the Act which protects the consumer when buying
“takeaway” food.

1 KU

(ii) Name the Consumer Department which enforces this Act.

1 KU

[Turn over

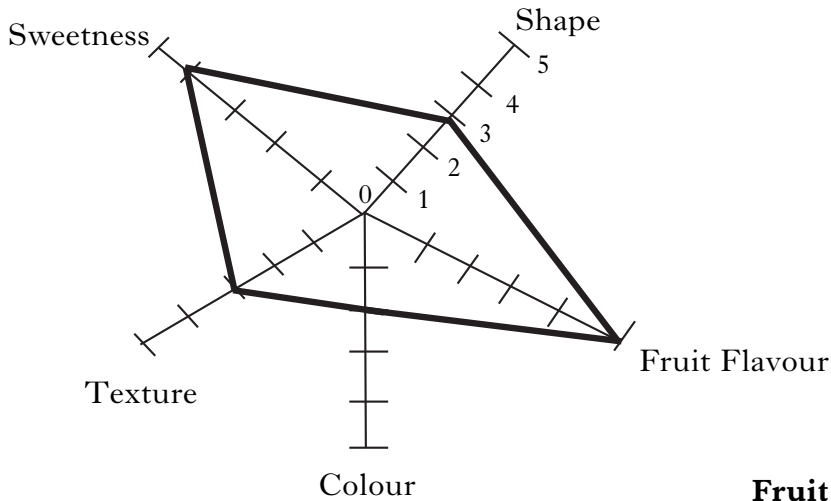
2. (continued)

(c) The chef is developing a new fruit ice lolly for children.

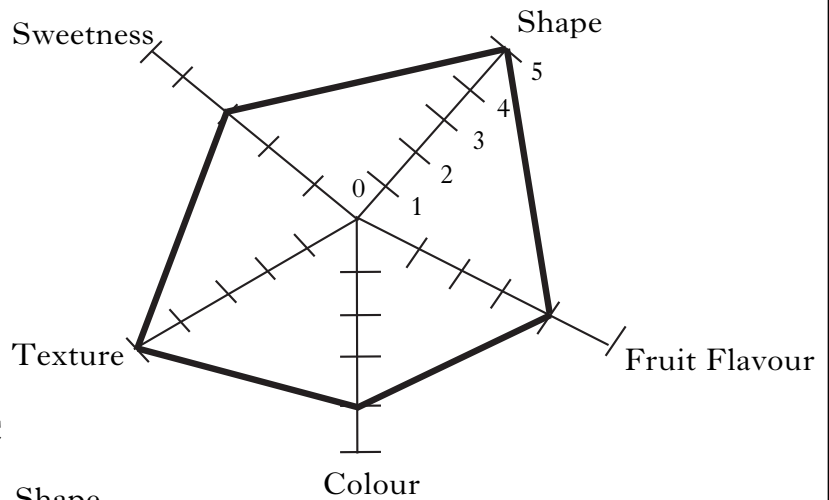
The results of sensory testing are shown below. Choose the **most suitable** ice lolly for the chef to make.

Information about Fruit Ice Lollies

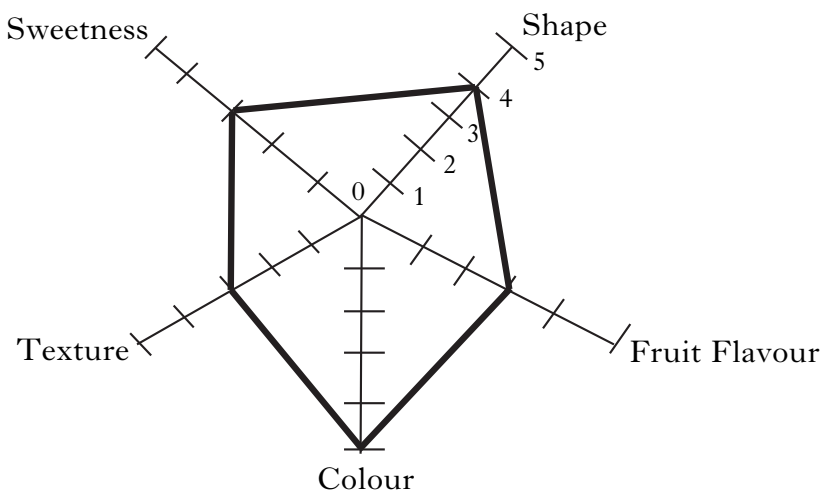
Fruit ice lolly A



Fruit ice lolly B



Fruit ice lolly C



Key:

1 = poor

5 = excellent

Marks

2. (c) (continued)

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

Fruit ice lolly A ☐ Fruit ice lolly B ☐ Fruit ice lolly C ☐ **1 DC**

Give **three** reasons for your choice.

Reason 1 _____

_____ **1 DC**

Reason 2 _____

_____ **1 DC**

Reason 3 _____

_____ **1 DC**

[Turn over

Marks

2. (continued)

(d) The following labels are found on food products.

Explain the information **each** of the following labels gives the consumer.

(i) Food product — packet of crisps

Best before
January 2010

Explanation _____

1 KU

(ii) Food product — ham sandwich

Use by
6th July

Explanation _____

1 KU

Marks

3. (a) A health conscious student wishes to buy a ready meal.

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

Information about Ready Meals							
	<i>Energy</i> (kJ)	<i>Protein</i> (g)	<i>Fat</i> (g)	<i>Of which</i> <i>saturates</i> (g)	<i>Sodium</i> (g)	<i>Iron</i> (mg)	<i>Dietary fibre</i> (g)
Meal A	1608	17.5	8.7	2.2	0.5	5.9	9.8
Meal B	2910	16.0	15.3	12.0	1.2	6.0	7.9
Meal C	1883	15.4	9.8	5.2	0.6	3.7	4.9

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

Meal A ☐ Meal B ☐ Meal C ☐

1 DC

Give **three** reasons for your choice.

Reason 1 _____

1 DC

Reason 2 _____

1 DC

Reason 3 _____

1 DC

[Turn over

Marks

3. (continued)

(b) The student, who lives alone, wishes to buy a steam cooker.

Evaluate the suitability of **one** of the steam cookers shown below for the student.

Information about Steam Cookers	
Steam Cooker A 	Steam Cooker B 
• 5 litre capacity • 600 watts • 60 minute mechanical timer • Water level indicator • Includes rice bowl • £14.99	• 7.5 litre capacity • 900 watts • 60 minute digital timer • Separates for storage • Automatic switch off • £19.99

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

Steam Cooker A ☐ Steam Cooker B ☐

Evaluation 1 _____

1 EV

Evaluation 2 _____

1 EV

Evaluation 3 _____

1 EV

Marks

3. (b) (continued)

Evaluation 4 _____

1 EV

(c) Explain **one** way to help prevent the loss of Vitamin C from vegetables during **each** of the following stages.

Storing vegetables _____

1 KU

Preparing vegetables _____

1 KU

Cooking vegetables _____

1 KU

(d) Name **one** dietary disease caused by the lack of Vitamin C.

1 KU

[Turn over

Marks

4. (a) A cake manufacturer is developing a new range of cakes.
The results of product testing are as follows.

Cake A	– is crispy round the edges	☐
Cake B	– fruit has sunk to the bottom	☐
Cake C	– has sunk in the middle	☐
Cake D	– has not risen enough	☐

For **two** of the results shown, give a **different** reason why each has occurred.

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

Reason 1 _____

1 KU

Reason 2 _____

1 KU

Marks

4. (continued)

(b) Give **one** function of **each** of the following ingredients in a baked product.

Eggs

Function _____

1 KU

Sugar

Function _____

1 KU

[Turn over

Marks

4. (continued)

- (c) The cake manufacturer wishes to develop a range of cakes that the consumer can personalise for a child's birthday party.

Study the information about cakes below and choose the **most suitable** for the manufacturer.

Information about Cakes			
	Cake A	Cake B	Cake C
Range of sizes	✓✓✓	✓✓	✓✓✓
Type of cake	sponge	fruit and nut	sponge
Can be personalised	no	yes	yes
Colours available	✓✓✓	✓✓✓	✓✓✓✓
Shapes available	✓✓	✓✓✓	✓✓✓
Cost	££	££££	££

Key:

✓ —————> ✓✓✓✓
Poor —————> Excellent

£ —————> ££££
Inexpensive —————> Expensive

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

Cake A ☐ Cake B ☐ Cake C ☐

1 DC

Give **three** reasons for your choice.

Reason 1 _____

1 DC

Reason 2 _____

1 DC

Reason 3 _____

1 DC

Marks

4. (continued)

- (d) State **two** ways the manufacturer could reduce food waste during production.

1 _____

1 KU

2 _____

1 KU

- (e) Give **one** reason why a manufacturer would use **each** of the following stages in product development.

Disassembly

Reason _____

1 KU

First production run

Reason _____

1 KU

[Turn over

Marks

5. (a) A school canteen supervisor wishes to extend the range of healthy eating sandwiches.

Study the information about sandwiches shown below and choose the **most suitable** to be sold in the school canteen.

Information about sandwiches

Sandwich A

Cheddar cheese with
pickle
on a white roll

Sandwich B

Crispy bacon, tomato, hard
boiled egg with butter
on granary bread

Sandwich C

Tuna, onions, sweetcorn
with low fat mayonnaise
on wholegrain bread

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

Sandwich A

☐

Sandwich B

☐

Sandwich C

☐

1 DC

Give **three** reasons for your choice.

Reason 1 _____

1 DC

Reason 2 _____

1 DC

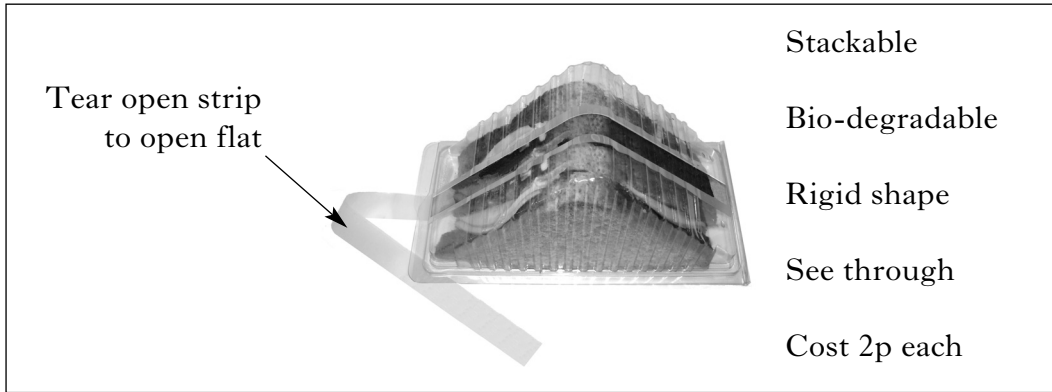
Reason 3 _____

1 DC

Marks

5. (continued)

- (b) Evaluate the suitability of the packaging shown below for the school canteen to use for the sandwiches.



Evaluation 1 _____

_____ **1 EV**

Evaluation 2 _____

_____ **1 EV**

Evaluation 3 _____

_____ **1 EV**

Evaluation 4 _____

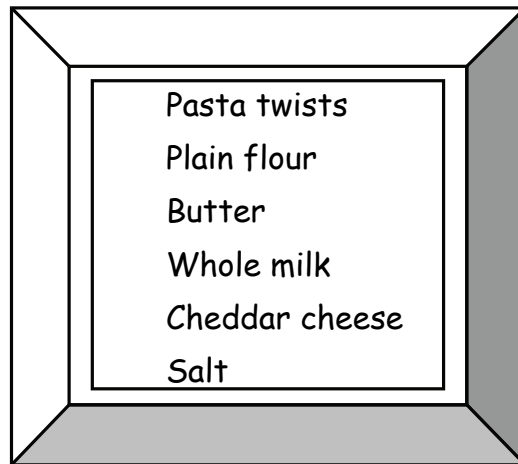
_____ **1 EV**

[Turn over for Question 5(c) on Page eighteen]

Marks

5. (continued)

- (c) The school canteen supervisor wishes to adapt the following recipe to help meet the Scottish dietary targets.



Identify **two 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 to meet the dietary target _____

1 KU

Dietary target 2 _____

1 KU

Adaptation to meet the dietary target _____

1 KU

[END OF QUESTION PAPER]

[illegible]

[illegible]