



2010 Lifestyle and Consumer Technology

Intermediate 2

Finalised Marking Instructions

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Question 1

(a) Identify and explain three factors linked to diet and lifestyle which may contribute to obesity in children.	
Core skills: Recall and use of knowledge	Marks allocation: 6 marks
3 x 1 mark for correct factors.	
3 x 1 mark for each explanation.	

High intake of fat

1. Excess intake of fat in the child's diet is stored contributing to obesity.
2. Excess fat which is not used for energy by the child will be stored contributing to obesity.

High intake of sugar

1. Excess sugar in the child's diet will be converted to fat contributing to obesity.
2. Excess sugar which is not used for energy by the child will be stored contributing to obesity.

Low intake of fibre (NSP)

1. Diet low in fibre may lack bulk so the child may be more likely to snack on high fat/sugar foods which may contribute to obesity.

Low intake of fruit/vegetables

1. Lack of fruit/vegetables may mean that the child might choose more high fat/sugar foods which contribute to obesity.

Excess protein in the diet

1. If excess protein is not used for energy by the child it may be converted to fat contributing to obesity.

Increase in 'sedentary' pastimes eg computer games/TV/less regular exercise/sports/outdoor activities

1. Children are less active/use less energy, so are at more risk of obesity.

More families have cars

1. More children are less likely to walk to school using less energy so are at more risk of obesity.
2. Parents may feel it safer to transport children by car so children use less energy so at greater risk of obesity.

More working mothers/less parental influence

1. May buy more convenience/processed foods which may be high in fat/sugar leading to risk of obesity.
2. Children prepare own meals so may choose foods which are high in fat/sugar which may contribute to obesity.

Fewer 'family' meals/increase in grazing/snacking

1. Children may choose snack foods which are high in fat/sugar which contribute to obesity.

Fewer children eat breakfast

1. May tend to snack on high fat/sugar foods which contribute to obesity.

Increase in eating out/fast foods/takeaway meals

1. May be more likely to choose 'finger' foods which may be high in fat/sugar so increasing the risk of obesity.
2. Emphasis on 'treats' may make children less likely to choose 'healthier' food so increasing the risk of obesity.
3. May eat more food than they would at home increasing the risk of obesity.

Question 1 (continued)

Children have their ‘own’ money to spend/increased spending power/likes and dislikes

1. Children may choose to eat high fat/sugar foods increasing the risk of obesity.
2. Children may have more of their ‘own’ money to spend so may spend it on poor food choices increasing the risk of obesity.
3. Can buy extra food in addition to what is provided at home which may contribute to obesity.

Influence of peers

1. Can persuade children to make poor food choices which may contribute to obesity.
2. Tend to eat what their friends like which may not be healthy/may be high in fat/sugar so may contribute to obesity.

Increase in ‘cafeteria’ style meals

1. Children may choose less healthy/high fat/high sugar options which may contribute to obesity.

Influence of advertising

1. Can persuade children to make less healthy food choices so increasing the risk of obesity.
2. May persuade children to visit fast food outlets which may serve only less healthy options which may lead to obesity.

Portion distortion/‘go large’

1. Large portions are common so increasing the risk of obesity.

Use of alcohol

1. Consumption of alcohol will lead to a high calorie intake which may contribute to obesity.

(b) List **two** food sources of dietary fibre (NSP).

Core skills: Recall and use of knowledge

Marks allocation: 2 marks

2 x 1 mark for each food source.

Food Sources

1. (Wholegrain) cereals and cereal products.
2. (Wholemeal) bread.
3. (Whole-wheat) pasta/rice.
4. Bran.
5. Fruit/vegetables.
6. Pulse vegetables (peas, beans and lentils).
7. Potato skins/baked potatoes.

Question 1 (continued)

- (c) A second year girl plays in the school netball team.
Taking account of The Dietary Reference Values (DRVs) for females 11-14 years, **evaluate the suitability** of her day's meals.

Core skills: Evaluation

Marks allocation: 4 marks

4 x 1 mark for each evaluation point linked to the case study.

Energy – 6.9MJ/(slightly) lower

1. 6.9MJ/(slightly) lower than required so may not be suitable as the girl might not have enough energy for playing netball.
2. 6.9MJ/(slightly) lower than required so may not be suitable as the girl needs lots of energy for physical activity/netball.
3. 6.9MJ/(slightly) lower than required so may not be suitable as the girl may become tired/lose concentration (so may not perform well when playing netball/in school).
4. 6.9MJ/(slightly) low, but may be compensated as excess protein may supplement energy.

Protein – 42.6g/(slightly) higher

1. 42.6g/(slightly) higher than required, may be suitable as the girl may use excess for energy when playing netball.
2. 42.6g/(slightly) higher than required, suitable as the girl will have enough for repair of body tissues if injured in netball game.
3. 42.6g/(slightly) higher than required, suitable as the girl is still growing (and needs protein for growth).

Vitamin C – 40mg/higher

1. 40mg/higher, suitable as Vitamin C is needed to absorb iron which the girl requires to prevent anaemia.
2. 40mg/higher, good as Vitamin C will help to heal any injuries the girl may receive playing netball.
3. 40mg/higher, good as Vitamin C will help to reduce the risk of the girl acquiring infections.

Calcium – 630mg/lower

1. 630mg/lower, so not suitable as the girl may require calcium to heal any broken bones received when playing netball.
2. 630mg/lower, so not suitable as this may increase her risk of osteoporosis in later life.
3. 630mg/lower, so not suitable as the girl will require calcium for strong bones as she is still growing.
4. 630mg/lower, so not suitable as the girl will require calcium to prevent broken bones during netball.

Sodium – 1.8g/higher

1. 1.8g/higher than required, so may be suitable as sodium may be lost as perspiration when playing netball.
2. 1.8g/higher than required, so may be less suitable as this could increase her risk of hypertension in later life.
3. 1.8g/higher than required, so suitable as she may require extra to prevent muscle cramps during play.
4. 1.8g/higher than required, so unsuitable as this may increase her risk of kidney damage.

NSP – 10g/lower

1. 10g/lower than required so this may increase her risk of constipation/bowel disease/bowel cancer.

Question 2

- (a) Explain the importance of folic acid and iron in the diet of a pregnant woman and give **one** food source for **each** of these nutrients.

Core skills: Recall and use of knowledge

Marks allocation: 4 marks

2 x 1 mark for importance of each nutrient.

2 x 1 mark for each different food source.

Folic Acid

Importance in the diet

1. Essential for the formation of the baby's blood cells.
2. Used in cell division in the baby.
3. Helps prevent anaemia, common in pregnancy.
4. Helps to prevent neural tube defects/spina bifida.
5. Required for correct development of baby's brain/nervous system.
6. Required for the release of energy from food, to prevent tiredness in the mother.
7. Essential for normal growth of the baby.

Food sources

1. Green leafy vegetables.
2. Potatoes.
3. Wholegrain cereals/bread.
4. Pulse vegetables.
5. Bananas.
6. Oranges.
7. Pears/avocado pears.
8. Yeast extract.
9. Dairy produce.
10. Eggs.

Iron

Importance in the diet

1. Essential for the manufacture of the baby's/mother's blood/haemoglobin.
2. Prevents fatigue/anaemia in the mother.
3. Needed for the production of energy/functioning of cells in the mother.

Food sources

1. Red meat/beef/corned meat/lamb/pork.
2. Liver/kidney.
3. (Fortified) breakfast cereals.
4. White bread.
5. Green vegetables.
6. Pulse vegetables/lentils/peas/beans.
7. (Plain) chocolate.
8. Dried fruit.
9. Curry powder.
10. Treacle.
11. Egg yolk.
12. Cocoa.

Question 2 (continued)

(b) Other than diet , state two lifestyle factors which are important to the well being of a pregnant woman.		
Core skills: Recall and use of knowledge	Marks allocation:	2 marks
2 x 1 mark for each factor.		

1. Regular attendance at medical/dental checks.
2. Adequate sleep.
3. Regular exercise.
4. No smoking/avoid smoky atmospheres.
5. Restrict alcohol intake/no alcohol intake.
6. Avoid stress/stressful situations.
7. Take only prescribed drugs.
8. Avoid illegal substances.

(c) A young couple on a limited income wish to buy a buggy for their newborn baby. The couple live in an upstairs flat and travel by bus. Choose the most suitable buggy for the couple to buy.		
Core skills: Drawing conclusions	Marks allocation:	4 marks
1 mark for correct choice.		
2 x 1 mark for reasons linked to needs of young couple/baby.		

Correct choice: C

Reasons

Suitable from birth to 3 years

1. The parents can use the buggy immediately which is what they require.
2. The buggy will last for about three years which will make it cost effective as the parents are on a limited income.

Folds one handed

1. Easier/safer for the parents when they are holding the baby and folding the buggy.
2. Convenient when folding the buggy to get on or off public transport/take the buggy upstairs.

5 point safety harness with quick release buckle

1. 5 point safety harness so will keep child secure in buggy.
2. Quick release buckle will make it easier for parent to fasten/remove.
3. Quick release harness so quicker for parent to use when travelling on buses.

Front and rear facing seat

1. Good as the parents have the option of the seat position so can use the one which suits them/the baby best.
2. Rear facing seat means parents can keep a close check on a very young baby.
3. Rear facing seat allows social interaction between parent and baby.
4. Front facing seat means the baby can be aware of/interested in surroundings.

Includes hood, rain-cover, shopping bag

1. Good because hood/rain-cover will protect baby against all weather conditions
2. Good value for money as parents will not need to buy these items separately as they are on a limited income.
3. The inclusion of these items will make it cost effective as the parents are on a limited income.
4. Shopping bag makes buggy more convenient for the parent as there is no need to carry another bag for baby items/shopping.
5. Shopping bag means the parents may not need to hang bags on the handle of the buggy (could make it unstable).

Cost – £199

1. Quite expensive but will last until the baby is three so saves the expense of buying another buggy/parents are on a limited income.
2. The buggy will last for about three years which will make it cost effective as the parents are on a limited income.
3. Not the most expensive/second cheapest buggy and parents are on a limited income.

(d) Give **two** points of information which may be found on the label of a baby's blanket.

Core skills: Recall and use of knowledge

Marks allocation: 2 marks

2 x 1 mark for correct points of information.

1. Brand/maker's name.
2. Size/dimensions.
3. Fibre content/fabric composition.
4. Care instructions.
5. Recycle label.
6. Country of origin.
7. Safety instructions.
8. Product code number.

Question 3

- (a) Members of a school enterprise group plan to make the following items to sell at a fund raising event.

Choose **one** of the following items:

- (i) Cushion covers
- (ii) Biscuits

Explain the importance of **each** of the following design principles when developing the item.

Aesthetics

Safety

Quality

Core skills: Recall and use of knowledge

Marks allocation: 3 marks

3 x 1 mark for each correct explanation.

Cushion covers

Aesthetics

1. Colour range should appeal to the target group/consumers.
2. Style/shape should appeal to target group/consumers.
3. Texture should appeal to target group/consumers.
4. Should be washable/dry cleanable to maintain their appearance.
5. Should be crease/stain resistant to maintain their appearance.

Safety

1. Should be made of flame-resistant fabric/lining to avoid catching fire.
2. Should have no sharp embellishments/fastenings to avoid injury.
3. All decoration/embellishments should be firmly attached to prevent injury/choking to young children.

Quality

1. Should be good quality fabric to make them more durable/long lasting.
2. Should be well constructed to prevent ripping/tearing.
3. Should be good quality fabric as they will require to be washed/dry cleaned.
4. Should be colourfast/fade resistant to maintain appearance.

Biscuits

Aesthetics

1. Appearance should appeal to target group/consumers.
2. Shape/size of biscuits should be uniform.
3. Texture should appeal to target group/consumers.
4. Flavour should appeal to target group/consumer.

Safety

1. Should not contain ingredient(s) injurious to health (to avoid harming the consumer.)
2. Should be prepared in a hygienic environment/manner (to avoid food poisoning.)
3. Should be fit for consumption.

Quality

1. Should be made to a good standard to appeal to target group.
2. Should be made of good quality ingredient to appeal to target group.

Question 3 (continued)

(b) Choose the most suitable fabric for the group to use to make cushion covers. Give two reasons for your choice.	
Core skills: Drawing conclusions	Marks allocation: 3 marks
1 mark for correct choice 2 x 1 mark for reasons linked to case study	

Correct choice: C

Reasons

Ease of sewing – 4 stars/excellent/best

1. 4 stars/excellent/best, easiest to sew so will be made quickly by the enterprise group.
2. 4 stars/excellent/best, easiest to sew so should ensure a good result as the enterprise group may not be skilled.
3. 4 stars/excellent/best, easiest to sew so the less skilled members of the enterprise group should be able to participate.

Colour range – 4 stars/excellent/best

1. 4 stars/excellent/best range of colours so group will not be limited in their choice of fabrics.
2. 4 stars/excellent/best, so may appeal to a wider consumer group.
3. 4 stars/excellent/best so a larger variety of cushions can be made.

Durability – 3 stars/good/second best

1. 3 stars/good/second best, so cushions will withstand wear and tear.
2. 3 stars/good/second best, so cushions will withstand frequent washing.
3. Good durability so cushions will retain their appearance.
4. 3 stars/good/second best, so may appeal to consumers.

Crease resistance – 3 stars/good/second best

1. 3 stars/good/second best, so cushions will retain their appearance.
2. 3 stars/good/second best, so cushions may need less ironing/be easier to care for.
3. 3 stars/good/second best, so may appeal to consumers.

Cost – ££/fairly inexpensive/second cheapest

1. ££/fairly inexpensive/second cheapest, and group may have a limited budget.
2. ££/fairly inexpensive/second cheapest so the cushion covers can be sold at a profit.
3. ££/fairly inexpensive/second cheapest so will appeal to the consumer/may sell more.

Question 3 (continued)

(c) Choose the most suitable packaging for the group to use for the biscuits. Give two reasons for your choice.	
Core skills: Drawing conclusions	Marks allocation: 3 marks
1 mark for correct choice. 2 x 1 mark for reasons linked to packaging for biscuits.	

Correct choice: B

Reasons

Range of colours – 3/good

1. 3/good range of colours, suitable as group should be able to find a colour which compliments the biscuits.
2. 3/good range of colours, suitable as different colours could be used for different flavours of biscuits/group could identify them easily.
3. 3/good range of colours, suitable as colour could be used to attract customers to buy the biscuits/group will sell more.

Durability – 3/good

1. 3/good, suitable as packaging should be strong enough to transport the biscuits (to consumers' homes).
2. 3/good, suitable as packaging will not break if biscuits are dropped/are being packed.
3. 3/good, suitable as packaging will not rip/tear so maintain the hygienic standard of the biscuits.

Transparency – 5/excellent/best

1. 5/excellent/best, so biscuits can be seen, encouraging consumers to buy.

Air-tight – 5/excellent/best

1. 5/excellent/best, so biscuits should remain fresh until they are bought/used by consumers.
2. 5/excellent/best, so storage time after the biscuits have been bought will be maximised.
3. 5/excellent/best, so the hygienic standard of the biscuits will be maintained.
4. 5/excellent/best, so the group can make the biscuits in advance.

Rigidity – 4/very good

1. 4/very good, so biscuits will be protected against breakages.
2. 4/very good, so group could stack biscuits easily for storage/display.

(d) List three points of information which would be required by law on a biscuit label.	
Core skills: Recall and use of knowledge	Marks allocation: 3 marks
3 x 1 mark for each point of information.	

1. Name of the food.
2. Ingredients.
3. Weight.
4. Manufacturer's name and address.
5. Special instructions.
6. Storage instructions.
7. Date mark.

Question 4

- (a) A student who lives away from home wants to open a bank account before starting college. Evaluate the suitability of **one** of the bank accounts for the student.

Core skills: Evaluation

Marks allocation: 4 marks

4 x 1 mark for each point of evaluation.

Bank Account A

£10 credited to account on opening

1. £10 would be useful to the student as s/he is unlikely to have much money.
2. £10 would be useful to the student as s/he will need money to buy books/equipment.
3. £10 would be useful as it may encourage the student to start saving/keep the account in credit.

24 hour advisor helpline

1. Useful to student as help and assistance can be given quickly as students are often busy studying.
2. Convenient for student as it saves time visiting bank branch as students are often busy studying.
3. Convenient as students (have mobile phones so) can call at a time convenient to them.

Student credit card with 29% APR

1. May not be suitable to the student as it may encourage the student to buy things on credit which may cause money difficulties later on.
2. May not be suitable as high interest rates are charged on credit card so the student's debt could increase (so take a long time to repay).
3. May be suitable as student will be able to buy items for college so will not have to wait till money has been saved.
4. May be suitable as student may wish to buy goods on-line as credit card can be used on a number of sites.
5. May be suitable as credit card is a safer method of buying as credit company will ensure that the student's money is refunded if there is a problem with the goods purchased.

25% off events at local venues

1. May be suitable as could save the student money if s/he attends local events and students are often on limited budgets.
2. May be less suitable if the student does not attend many events so may not save any money.
3. May be less suitable as this could encourage the student to attend events so spend more money than originally intended/can afford.
4. May be suitable as the student may be more likely to attend local events and so save money travelling.

Cash machine on campus

1. Suitable as the student can access this while s/he is at college/will save time/effort/money going elsewhere.

Interest free overdraft for 18 years old

1. Suitable as the student may get into money difficulties as students often have a limited income.
2. May be less suitable as the student might overspend as s/he would not be worried about having the overdraft.
3. May be less suitable as the student has to be over 18 and as this student is just starting college s/he may not yet be that age.
4. May be less suitable as this could encourage the student to incur debt which could take a long time to repay.

E-statements

1. Suitable for the student as s/he can keep track of their balance easily/at any time.
2. Suitable for the student as most students are computer literate.
3. Suitable for the student as s/he may be staying away from home and statements may be posted to home address.

Question 4 (continued)

Bank Account B

£100 cash prize draw – free entry

1. May be less suitable for student as chances of winning the money may be very slim.
2. May be suitable as an incentive as student may have little money (and extra winnings would come in useful).

On-campus branch with student advisor

1. Suitable for student as they can visit the bank while at college so will save time/effort/money.
2. Suitable as student can choose a convenient time to visit the bank so will save time/effort/money.
3. May be less suitable as may be less accessible to the student during holidays (from college).
4. Suitable as the advisor can give the student free advice on student finance.

Mobile phone banking

1. Suitable as could save time as student would not need to visit bank branch.
2. Suitable as most will have a mobile phone.
3. May be less suitable as not all students will have a mobile phone.

Text alerts on balance

1. Suitable as this will remind student when balance gets low so may help avoid debt.
2. Suitable as most students will have a mobile phone.
3. May be less suitable as not all students will have a mobile phone.

10% off purchases from college shop

1. Suitable as the student will save money on items needed for his/her course and students are often on limited budgets.
2. May be less suitable if the student does not use the college shop so may not save any money.
3. May be less suitable as it may encourage the student to spend more money than originally intended.

Interest charged on overdraft

1. Suitable as may act as incentive to encourage the student to avoid becoming overdrawn so avoid paying charges.
2. Less suitable as the student will become even further in debt if overdrawn.

Student loans available

1. Less suitable as may encourage the student to take out a loan which may take a long time to repay.
2. Less suitable as interest rate may be high so will be expensive for the student to repay.
3. Might be suitable if the student got into money difficulties as students are often on limited budgets.
4. Might be suitable if student needs to buy items as student may not have the cash available.

Question 4 (continued)

(b) Name an organisation which could give the student advice on preventing debt.		
Core skills: Recall and use of knowledge	Marks allocation:	1 mark
1 mark for correct organisation.		

Organisation

1. Citizens Advice Bureau.
 2. Consumer Advice Centre.
 3. Bank/Building Society.
 4. Credit Union.
 5. Government Debt Help.
 6. Debt Advice Scotland.
 7. National Debtline Scotland.
 8. The Debt Counsellors.
- } Any other web based counselling service

(c) The student enjoys fitness training and swimming. He cycles to college and goes to the sports centre on his way home. Choose the most suitable bag for the student to buy.		
Core skills: Drawing conclusions	Marks allocation:	4 marks
1 mark for correct choice.		
2 x 1 mark for reason linked to needs of case study.		

Correct choice: A

Size – 70cm × 35cm × 25cm/largest

1. Largest size, good as student needs to carry both college and sports items.
2. Largest size, good so student will not need to carry more bags while cycling.

Fabric – nylon

1. Good as nylon is a strong fibre, so bag will be hard wearing/last a long time.
2. Good as nylon is hard wearing so the bag will be cost effective for student.
3. Good as nylon is a lightweight fibre so bag will be easy to carry (when cycling).
4. Good as nylon is a strong fibre so will withstand washing as the bag may get dirty quickly/need washed often.
5. Good as nylon is a non-absorbent fibre so the bag will dry quickly if it is raining when he cycles.

Waterproof

1. Good as will keep contents dry (when cycling) in wet weather.

Straps – 2 padded shoulder straps, small carry handle

1. Good as will make bag comfortable to carry as items for college/sports centre may be heavy.
2. Good as the bag will be more comfortable to carry when cycling.
3. Good as straps can be adjusted so will be more comfortable for the student.
4. Good as small carry handle may make the bag easier to lift/more convenient when in college/sports centre.

Question 4 (continued)

Pockets – large main pocket, 2 front zipped pockets

1. Good as student can use separate pocket for wet swimming items so keep other items dry.
2. Good as pockets allow student to be better organised as items can be stored separately.
3. Good as pockets allow the student easier/quicker access to individual items.
4. Good as zips on pockets will make the bag safer for the student to use/contents will not be accidentally lost when cycling.

Features – wallet attached to inside of bag

1. Good as this will make it easier for the student to find his money.
2. Good as this will mean he is less likely to lose wallet/money when cycling/at the sports centre.

Reflective strips

1. Good as this will make the student safer/easier to see when cycling in bad weather/the dark.

(d) Name a Consumer Act which protects the student when buying a bag.

Core skills: Recall and use of knowledge

Marks allocation: 1 mark

1 mark for identification of Act.

Consumer Act

1. Sale and Supply of Goods Act (1994).
2. Consumer Protection Act (1987).
3. Trade Descriptions Act (1968).

(e) State **two** benefits of regular exercise.

Core skills: Recall and use of knowledge

Marks allocation: 2 marks

2 x 1 mark for each benefit of regular exercise.

1. Help to keep weight in control.
2. Improve body shape.
3. Lower the risk of heart disease.
4. Reduce fatigue and stress.
5. Improve flexibility.
6. Reduce the risk of osteoporosis.
7. Increased feeling of well-being.
8. Social benefits.

Question 5

(a) Explain the importance of each of the following stages in product development. (i) Concept generation (ii) First production run	
Core skills: Recall and use of knowledge	Marks allocation: 2 marks
1 mark for explanation linked to concept generation. 1 mark for explanation linked to first production run.	

Concept generation

1. Developing/brainstorming ideas for a new product.
2. Helps to establish a gap in the market.
3. Helps to develop ideas from market analysis.
4. It is the first stage in the development process for a new product.
5. Stage where all/new ideas are considered.

First production run

1. Manufacturer can see how popular the product is likely to be.
2. The manufacturer can withdraw/adapt an unsuccessful product (if sales are not good).
3. Manufacturer can avoid spending more money on an unsuccessful product.
4. The manufacturer can use sales figures to draw up a marketing plan.
5. The manufacturer can test the production line.

(b) State two reasons why a manufacturer would carry out market research when developing a new product.	
Core skills: Recall and use of knowledge	Marks allocation: 2 marks
2 x 1 mark for reasons linked to the manufacturer.	

1. To identify a gap in the market.
2. As a result of previous market research.
3. In response to consumer complaints/suggestions.
4. To counteract falling sales.
5. To match a competitor's product.
6. To take advantage of technological innovations.
7. To take advantage of new trends.
8. To increase market share.
9. To identify consumer needs.

Question 5 (continued)

(c) Explain the importance of four design features of the toddler's outfit.		
Core skills: Recall and use of knowledge	Marks allocation:	4 marks
4 x 1 mark for explanations linked to toddler/parent.		

Button shoulder opening on T-shirt

1. Will make the T-shirt easier for the parent to put on/remove.
2. Will make the T-shirt quicker for the parent to dress/undress the toddler.
3. Will make the T-shirt more comfortable for the toddler when dressing/undressing.

Double button on shoulder strap

1. Buttons can be adjusted to accommodate different sizes of toddlers.
2. Outfit will last longer as buttons can be adjusted when toddler grows.

Long sleeved T-shirt

1. Suitable as will keep toddler warmer on colder days.
2. Will prevent toddler's arms being exposed to harmful rays of the sun/sun-burn.
3. Suitable for the toddler to wear under sleeveless jacket on less warm days.

Popper opening inside leg

1. Will make trousers easier/quicker for the parent to change toddler's nappy.
2. May be more comfortable for the toddler than other fastenings.

Hood

1. Will keep toddler's head dry in wet weather.
2. Will keep toddler warmer on cold days.
3. Makes the jacket more versatile as it could be suitable for the toddler to wear in different weather conditions.

Sleeveless jacket

1. Makes jacket more versatile as it could be suitable for the toddler to wear in different weather conditions.
2. Will keep the toddler's body warmer on cooler days.

Front zip fastening

1. Will make the jacket easier/quicker for the parent to put on/remove.
2. May make it easier for the toddler to work zip without help.
3. Secure fastening which will keep toddler warm on cooler days.

Question 5 (continued)

- (d) A young child who is learning to walk needs new shoes. He attends nursery where they have a soft play area and the children play outdoors for a time each day.
Study the information and choose the **most suitable** shoes for the young child.

Core skills: Drawing conclusions

Marks allocation: 4 marks

1 mark for correct choice.

3 x 1 mark for reasons linked to needs of parent/child.

Correct Choice: B

Colour range – 3 stars/very good/best

1. 3 stars/very good/best, so the parent will be able to find a colour s/he wants/likes.
2. 3 stars/very good/best, so the parent will be able to find a colour which matches the child's clothes.

Water resistant – yes

1. Good as the shoes will keep the child's feet dry in wet weather/snow/on wet grass.
2. Good as the shoes will keep the child's feet dry so will be more comfortable.
3. Good as the shoes will keep the child's feet dry it rains when he is playing outside (at nursery.)

Flexibility – 3 stars/very good/second most flexible

1. 3 stars/very good/second most flexible, so they will bend with the child's feet making learning to walk easier.
2. 3 stars/very good/second most flexible, so will bend with his foot as he plays outdoors.
3. 3 stars/very good/second most flexible, so the shoes will be more comfortable for the child to wear.
4. 3 stars/very good/second most flexible, so they will be less likely to rub/irritate the child's feet.
5. 3 stars/very good/second most flexible, so they will still give the child's feet support as he is learning to walk.

Fastening – Velcro

1. Velcro fastening will make it quicker/easier for the parent/nursery staff to put shoes on/off.
2. Velcro fastening will encourage the child to fasten the shoes himself.
3. Velcro fastening will make it quicker/easier to take off/put on the shoes when the child uses the soft-play area (at nursery).
4. Velcro fastening will allow for growth of the child's feet, so the shoes may fit for longer.
5. Velcro fastening will adjust to fit the child's feet better (making the shoes more comfortable).

Size range – 4 stars/excellent/best

1. 4 stars/excellent/best so the child is likely to get shoes which fit properly.
2. 4 stars/excellent/best so the shoes will be comfortable for the child to wear/will not hurt the child's feet.
3. 4 stars/excellent/best so will be comfortable and encourage the child to walk.
4. 4 stars/excellent/best so the shoes will allow for growth so they will fit for longer (if fitted properly).

Additional features – lightweight, underfoot cushioning

1. Lightweight, so will not discourage the child from learning to walk.
2. Lightweight, so the child will be happier to wear the shoes.
3. Lightweight, so the shoes will be less likely to rub/irritate the child's feet.
4. Underfoot cushioning will make the shoes more comfortable for the child to wear/avoid rubbing.
5. Underfoot cushioning will support the child's feet so make learning to walk easier.

**Intermediate 2 Level Home Economics
Analysis of Question Paper for the Year 2010**

Context:

<input type="checkbox"/>	Health and Food Technology
<input checked="" type="checkbox"/>	Lifestyle and Consumer Technology
<input type="checkbox"/>	Fashion and Textile Technology

Analysis of question content and question choice

Question	Content outline	Choice element		Mark
		Yes	No	
1. (a)	Factors linked to diet and lifestyle linked to obesity in children.		✓	6
(b)	Two food sources of dietary fibre.		✓	2
(c)	Evaluation of suitability of a day's meals for a teenage netball player.		✓	4
2. (a)	Importance of Folic Acid and Iron for a pregnant woman. One food source of each nutrient.		✓	4
(b)	Lifestyle factors, other than diet, important for a pregnant woman.		✓	2
(c)	Choice of buggy for a young couple on a limited income.		✓	4
(d)	Information found on the label of a baby's blanket.		✓	2
3. (a)	Design principles for cushion covers or biscuits.	✓		3
(b)	Choice of suitable fabric for cushion covers.		✓	3
(c)	Choice of packaging for biscuits.		✓	3
(d)	3 points of information on a biscuit label.		✓	3
4. (a)	Evaluation of bank account for a student.	✓		4
(b)	Name an organisation which gives advice on debt prevention.		✓	1
(c)	Choice of bag for student.		✓	4
(d)	Consumer Act which protects when buying a bag.		✓	1
(e)	Two benefits of regular exercise.		✓	2
5. (a)	Concept generation and first production run.		✓	2
(b)	Market research in development of new product.		✓	2
(c)	Importance of 4 design features of a toddler's outfit.	✓		4
(d)	Choice of shoes for a young child.		✓	4

Intermediate 2 Level Home Economics		Analysis of Question Paper for the Year 2010		Context:		<div><div></div><div>✓</div><div></div></div> <div>Health and Food Technology Lifestyle and Consumer Technology Fashion and Textile Technology</div>		
Question 1								
Component Unit					Skill Assessment			
Question	Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall and Use of Knowledge	Draw Conclusions	Evaluate	Totals
1a	6				6			
1b	2				2			
1c	4						4	

Intermediate 2 Level Home Economics		Analysis of Question Paper for the Year 2010		Context:		Health and Food Technology		
						Lifestyle and Consumer Technology		
						Fashion and Textile Technology		
Question 1 – 5								
Component Unit					Skill Assessment			
Question	Management of Practical Activities	Product Development	Consumer Studies	Choice	Recall and Use of Knowledge	Draw Conclusions	Evaluate	Totals
1a	6			0	6			12
b	2				2			
c	4						4	
2a	4				4			12
b	2				2			
c			4			4		
d			2		2			
3a		3			3			12
b		3				3		
c		3				3		
d			3		3			
4a			4				4	12
b			1		1			
c			4			4		
d			1		1			
e	2				2			
5a		2			2			12
b		4			4			
c		4		4	4			
d			4			4		
Totals	20	19	23	4	36	18	8	60
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

[END OF MARKING INSTRUCTIONS]