



2013 Home Economics

Standard Grade Foundation

Marking Instructions

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Part One: General Marking Principles for Home Economics Standard Grade Foundation

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: Home Economics Standard Grade Foundation

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

	E L E M E N T	C O	M A R K
FOUNDATION LEVEL			
Question 1			
(a) • Vitamin B • Vitamin C	KU		2
(b) • use pasta or rice in meals • add peas or beans to soup	KU		2
(c) • Nuts • Lentils	KU		2
(d) • Chicken • Beans	KU		2
(e) • Have non slip flooring • Remove all items from the stairs	KU		2
(f) • Washing machine	KU		1
(g) • Hood	KU		1
(h) • Toy is safe to use	KU		1
(i) • Poppers	KU		1
(j) • Debit card	KU		1
(k) • You can choose from a large variety	KU		1
ONE MARK for each of sixteen correct answers			
TOTAL 16 MARKS	KU		16

	E L E M E N T	C O	M A R K
FOUNDATION LEVEL			
Question 2			
(a) (i) 1. Cheese			1
2. <u>2.5ml</u>			1
3. To prevent lumps			1
4. 2 (minutes)			1
(ii) • A/colander			
• B/measuring spoons			2
ONE MARK for each of two correct answers	HI		6
(b) (i) • Use correct size of colander/sieve for the task			
• Don't overfill the pot with water			
• Drain over sink/basin			
• Hold pan handle tightly/grip well/use silicon grip			
• Be careful when draining the pasta			
• Watch water does not splash/keeps hands away from boiling water/side of colander			
• Use oven gloves/mitt to protect hands	KU		1
• Keep face back from steam			
(ii) • To prevent damage to the worktop/work surface/table			
• To stop the hot pot marking/burning the worktop/work surface/table	KU		1
(iii) • Fat			
• Protein			
• Vitamin A			
• Vitamin D			
• Calcium			
• Vitamin B (12) (2)			
• Sodium			
• Folate			
• Phosphorus			
• Iodine			
ONE MARK for each of two correct answers	KU		2

FOUNDATION LEVEL

Question 3

- (a) (i) • Fruit sponge
 (ii) • 100g (caster sugar)
 (iii) • 15 cm
 (iv) • 5 ml
 (v) • Whipping (cream)
 (vi) • Nylon

(b)

Scottish Dietary Target	Dietary Disease prevented
Eat less sugar	C/Tooth decay
Eat less fat	A/Obesity
Eat more oily fish	<i>D/Coronary Heart Disease</i>
Eat less salt	E/High blood pressure
Eat more Total complex carbohydrate	B/Constipation

ONE MARK for each of **FOUR** correctly identified dietary diseases.

E L E M E N T	C O	M A R K
HI		1
HI		1
HI		1
HI		1
HI		1
HI		1
KU		4

FOUNDATION LEVEL

Question 4

- (a) Please accept – he/she/they/youth worker from candidates when marking this question.
Do not accept bag for backpack

Information	
Holds one banana	
Case study	Explanation
<ul style="list-style-type: none"> youth worker is going on a (sponsored) walk 	<ul style="list-style-type: none"> + will not go hungry + it will not be too heavy to carry + banana will not be bruised/bashed/damaged
<ul style="list-style-type: none"> taking a banana (as a snack) 	<ul style="list-style-type: none"> + this makes it easier for him to take banana + will have just enough/ amount needed/right size/no wasted space
Light weight	
<ul style="list-style-type: none"> youth worker is going on a (sponsored) walk 	<ul style="list-style-type: none"> + this will not add extra weight to his backpack/be heavy + this will be easy to carry (when walking)
<ul style="list-style-type: none"> he will put the banana/snack in his backpack/ with other essentials 	<ul style="list-style-type: none"> + he won't be weighed down + less likely to feel tired when walking

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FOUNDATION LEVEL

Question 4 (a) (continued)

Sturdy lock	
<ul style="list-style-type: none"> • The youth worker is taking a banana (as a snack) 	<ul style="list-style-type: none"> + the banana will not fall out + the banana is less likely to be squashed + the banana will still be in good condition to eat + the banana will not fall out and ruin other items in backpack
<ul style="list-style-type: none"> • The youth worker will put the snack in his backpack/along with other essentials 	
<ul style="list-style-type: none"> • The youth worker is going on a (sponsored) walk 	<ul style="list-style-type: none"> + the banana skin can be put inside/ so no litter will be dropped/so stored safely for disposal/so won't damage other items in backpack
Brightly coloured	
<ul style="list-style-type: none"> • The youth worker is going on a (sponsored) walk 	<ul style="list-style-type: none"> + if it falls out of his backpack it will be easier to find + he will find it easily in his backpack
<ul style="list-style-type: none"> • He will put the banana in his backpack/along with other essentials 	<ul style="list-style-type: none"> + he will find it easily in his backpack

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FOUNDATION LEVEL

Question 4 (a) (continued)

Strong plastic	
<ul style="list-style-type: none"> • The youth worker is going on a (sponsored) walk 	<ul style="list-style-type: none"> + the banana will not be crushed/bruised/damaged + the banana will be in good condition to eat
<ul style="list-style-type: none"> • The youth worker is taking a banana (as a snack) • The youth worker will put the banana in his backpack/along with other essentials 	<ul style="list-style-type: none"> + the banana will not burst over other items in the bag

ONE MARK for each of **three** points linking the information to the case study,
+ ONE MARK for each of **three** explanations linking to the needs of the youth worker

(b) Two benefits of walking:

- Can help maintain healthy weight/burns calories
- Can help weight loss/reduce obesity
- Reduce stress (levels)/improve mental health
- Improves muscle tone/keeps you fit
- Improves heart health/reduce risk of CHD
- May lower blood pressure/maintain normal blood pressure
- Aids sleep
- Vitality/feel good factor
- Improves stamina
- Fresh air
- Social activity (with friends/children/walking group)
- Prevent osteoporosis
- Maintain strong bones
- Free/no fuel cost
- No expensive equipment required
- No special skills needed
- Vitamin D source if outdoors
- Environmentally friendly

ONE MARK for each of **two** correctly identified health benefits of walking.

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HI

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HI

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FOUNDATION LEVEL

Question 5

(a) (i) Most suitable top for primary school – C

(ii)

Information	
Durable - ***/best/most stars/good	
Case study	Explanation
<ul style="list-style-type: none"> • For a primary/school/part of school uniform 	<ul style="list-style-type: none"> + the top will last a long time/last for the school year
<ul style="list-style-type: none"> • Hard wearing 	<ul style="list-style-type: none"> + not need to be replaced + may save money (for the parents/carer) + children can be tough on their clothes/uniform + less likely to be ripped or torn + uniform may look smarter for longer time
Ages 4-12	
<ul style="list-style-type: none"> • For a <u>primary</u> (school) 	<ul style="list-style-type: none"> + this is the age range that attend primary school + should fit all pupils
<ul style="list-style-type: none"> • suitable for all pupils 	<ul style="list-style-type: none"> + best range of sizes to fit different sized/ages of pupils
Can be machine washed	
<ul style="list-style-type: none"> • For a primary/school/part of school uniform 	<ul style="list-style-type: none"> + saves time (when cleaning it) + saves effort
<ul style="list-style-type: none"> • Easy to care for 	<ul style="list-style-type: none"> + may need washed often + don't have to hand wash/pay for dry cleaning

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FOUNDATION LEVEL

Question 5 (a) (ii) (Continued)

6 colours available	
• For a primary/school/ part of school uniform	+ should be able to choose best colour for uniform/will match uniform/look smart
• Suitable for all pupils	+ should be able to choose colour liked by pupil + may choose different colours for stage in school/house colour
Cost is £8/cheapest	
• For a primary/school/ part of school uniform	+ sweaters will be affordable + saves money
• Low cost	+ carer/parents will have money to buy other items
• Suitable for all pupils	+ carer/parents may have more than one child at school

ONE MARK for each of **two** points linking the information to the case study.

+ ONE MARK for each of **two** explanations relating to the needs of the primary school

If the candidate has chosen the **wrong top (A or B)** then markers should use their professional judgement and award marks as follows:

ONE MARK for each of **two** points linking the information to the case study.

+ ONE MARK for each of **two** explanations relating to the needs of the primary school.

(iii) Top for the nursery class – A

(b) Line dry/hang to dry

No bleach/do not bleach

ONE MARK for each of **two** correctly identified meanings

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HI 4

HI 1

KU 2

FOUNDATION LEVEL

Question 6

(a) (i) Timer for elderly single person – A

Please accept he/she/them/single person in marking instructions

(ii)

Information	
Large digital display	
Case study	Explanation
<ul style="list-style-type: none"> Eyesight is not very good 	<ul style="list-style-type: none"> + will be able to read the display easily
<ul style="list-style-type: none"> Enjoy baking bread and making cakes 	<ul style="list-style-type: none"> + will be able to tell when cooking time is up + should help get good results/ baking won't burn/go to waste
90 minute timer	
<ul style="list-style-type: none"> I enjoy baking bread and making cakes 	<ul style="list-style-type: none"> + timer alerts user when cooking time is finished + longest timer which may be best for bread and cakes + helps to get good results + may help to stop food burning/ going to waste
Available in lime/pink/yellow	
<ul style="list-style-type: none"> I like bright colours 	<ul style="list-style-type: none"> + will be able to match existing kitchen + will be easy to see/find in kitchen + can choose preferred colour + she will enjoy looking at this

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FOUNDATION LEVEL

Question 6 (a) (ii) (continued)

Cat/dog/pig shapes	
<ul style="list-style-type: none"> likes animals 	<ul style="list-style-type: none"> + can choose a shape they like + she will enjoy looking at this
3 year Guarantee/best/longer guarantee	
<ul style="list-style-type: none"> I want it to last a long time 	<ul style="list-style-type: none"> + would be fixed/replaced if it were to break + saves money (in long run) + would not cost anything if it needed to be repaired or replaced

ONE MARK for each of **two** points linking the information to the case study
+ ONE MARK for each of **two** explanations relating to the needs of the single person

If the candidate has chosen the **wrong kitchen timer (B or C)**, then markers should use their professional judgement and award marks as follows:

ONE MARK for each of **two** points linking the information to the case study.
+ ONE MARK for each of **two** explanations relating to the needs of the single person.

(iii) Kitchen timer for cooking boiled eggs – A/B/C

E L E M E N T	C O	M A R K
HI		4
HI		1

	E L E M E N T	C O	M A R K
<p>FOUNDATION LEVEL</p> <p>Question 6</p> <p>(b)</p> <ul style="list-style-type: none"> • Wages/salary/job/working/overtime/employment • Benefits eg pension credit (accept 2 <u>different</u> benefits but not if one answer says “benefit”) • Pensions • Interest on savings/bonds/shares • Dividends • Income from selling goods • Winnings from bingo/scratch card/lottery • Pocket money • Gifts • Compensation • Tax rebate • Maintenance • Rental income <p>ONE MARK for each of two correctly identified sources</p>	KU		2

[END OF MARKING INSTRUCTIONS]