

Home Economics Food Nutrition & Health

Advanced GCE A2 H511

Advanced Subsidiary GCE AS H111

Mark Scheme for the Units

June 2009

HX11/MS/R/09

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G001 Society and Health

SECTION A

| Question | Answers | Marks |
|-----------|--|-------|
| 1 (a) (i) | 21% Accept 21 | [1] |
| (ii) | 18% Accept 18 | [1] |
| (iii) | Public administration, education and health. | [1] |
| (b) | Describe two ways in which the patterns of employment have changed in the UK. | |
| | <p>One mark for the identification of the pattern, and one mark for a description. (*2)</p> <p>Examples</p> <ul style="list-style-type: none"> • Tourism industry has increased (1) more jobs available in industries such as hotels (1). • More jobs in restaurants (1) eating out popular leisure activity./more disposable income(1) • Increased number of jobs in technology (1) eg ICT(1) • automated telephones (1) in industries reduces amount of jobs available (1) • finance and insurance more employment opportunities(1) / accept losing job due to current economics climate (1). • Agriculture/fishing in decline (1) less people working in those industries(1). • manufacturing in decline (1) increased technology / imports cheaper (1). • More part time and flexible hours working (1) eg job shares (1) • Aging population (1) more jobs in the caring field (1). • More elderly people in the work place(1) – retiring later, living longer (1) • More career opportunities for women/more women work full time (1) changing attitude to women / equal ops legislation (1) • More career opportunities due to equal opportunities (1) eg disabled, ethnic minority(1) • More public sector jobs (1) government initiatives(1) • More mobile work force/working from home (1) better transport / use of IT (1) <p>Credit will be given for all valid points.</p> | [4] |
| (c) | Define absolute poverty and relative poverty. | |
| (i) | <p>Absolute poverty is a state below which it is not possible to live a healthy life (2) .</p> <p>Being unable to afford sufficient food (1) and/or clothing (1) and/or</p> | [2] |

| Question | Answers | Marks |
|----------|--|-------|
| (ii) | warmth (1) and/or shelter (1). Max 2 Relative poverty is defined as having resources below the average individual or family (1) so that they are in effect excluded from what we would consider ordinary living patterns and activities/unable to buy luxury items (1). Max 2 | [2] |
| (d) | Describe three possible effects of poverty on a teenager living at home with their family. | |
| | One mark for effect, one for description Examples <ul style="list-style-type: none"> • Deprivation going without basic needs (1) eg poor diet leading to poor health (1) • Lack of leisure pursuits/activities (1) – can be particularly difficult for teenagers who may not be able to participate in trips and activities at school. (1) • Stigma and lack of status (1) – this can be particularly difficult for teenagers who many not have the newest designer accessories (1) such as mobile phones, bags, trainers. They may be socially excluded (1) – if they cannot participate in a discussion about latest trends or the latest computer game they may not have had access to. (1) • They may be marginalised (1) – if they do not have access to basic equipment which most of society take for granted (1) – an example of this would be a radio or a television. (1) • Curtailment of educational opportunities (1) – may be expected to find employment as soon as they reach school leaving age. (1) • Poor housing (1), eg drawn towards anti social behaviour/overcrowding/lack of hygiene/ lack of privacy • Stress (1) eg depression, low self esteem, family arguments/breakups • Truancy (1) eg low attendance at school, fear of being bullied • Poor neighbourhood(1), may live in a deprived area, poorer schools, lack of facilities Some effects and descriptions may be interchangeable Max 6 Credit will be given for all valid points. | [6] |

| | | |
|-----|---|------------|
| (e) | Identify and explain four factors affecting the standard of living within household and family groups. | |
| | <p>Examples</p> <p>1 mark per identification of the factor, and 1 mark for the explanation</p> <ul style="list-style-type: none"> • Financial resources available (1) – household and family groups with access to considerable financial resources are likely to have a high standard of living. (1) Alternatively those with limited financial resources may have a lower standard of living. (1) • The number of people (1) – large households need large incomes to maintain a high standard of living. (1) The collective income of a large number of people living together could allow for a high standard of living. (1) • The number of dependants (1) – the dependent members in a household or family group could include children, the elderly, unemployed, the disabled. (1) These individuals may only make a limited financial contribution in providing income but require a greater proportion of the resources. (1) A household with many dependent members could have a lower standard of living if the financial resources do not meet their needs. (1) • The profession or occupation of individuals (1) – a household or family group with one or more high earning members may have a relatively high standard of living. (1) Certain professions or occupations command greater salaries than others. (1) • The health of individual's illness and disability (1) – can affect the earning potential of household and family members and subsequently the standard of living. (1) • The geographical location (1) – in some areas of the UK there are fewer employment opportunities so if unemployment is high the standard of living is likely to be affected/ high levels of crime (1) • The amount of debt (1) – a household or family group with substantial debt may have a lower standard of living. (1) • The cost of housing (1) – meeting the cost of purchasing or renting a house can make a significant impact on the standard of living. (1) • Skills of the household (1) – eg budgeting, cooking skills <p>Max 8 Credit will be given for all valid points.</p> | [8] |

SECTION B

| Question | Answers | Marks |
|----------|---|-------|
| 2 (a) | <p data-bbox="339 293 911 324">Describe the possible causes of obesity.</p> <p data-bbox="339 360 475 392">High 8-10 The candidates are able to describe fully a range of the possible causes of obesity. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Specialist terms will be used correctly and appropriately. There will be few, if any errors of grammar, punctuation and spelling.</p> <p data-bbox="339 595 488 627">Middle 4-7 The candidates are able to describe some of the possible causes of obesity. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of correct specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p data-bbox="339 831 453 862">Low 0-3 The candidates are able to give basic descriptions of the possible causes of obesity. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p data-bbox="339 1032 644 1064">Answers may include</p> <ul data-bbox="339 1070 1302 2049" style="list-style-type: none"> <li data-bbox="339 1070 1302 1167">• Food intake is excessive in quantity and not appropriate for the age, sex and activity levels of the consumer. Energy intake not equalling expenditure. <li data-bbox="339 1173 1302 1270">• Meals eaten are not well balanced and do not contain appropriate amounts of all necessary nutrients required for health. Portion control <li data-bbox="339 1276 1302 1440">• Too many snack foods which are high in fat, sugar are consumed in too large quantities. Snacking is not in itself harmful but it should not become a habit to consume regular snack foods as well as normal meals since this practice is likely to lead to excessive food consumption in total which could lead to obesity. <li data-bbox="339 1476 1302 1547">• Not consuming at least five portions of fruit and vegetables per day, therefore possibly filling up on inappropriate food. <li data-bbox="339 1554 1302 1626">• Eating too many protein foods. Too much protein food consumed may be used by the body as a secondary source of energy. <li data-bbox="339 1632 1302 1729">• Eating too many sugary carbohydrate foods Sugary foods should only be eaten in moderation since if too many are consumed the excess will be stored as body fat. <li data-bbox="339 1736 1302 1854">• Eating too many foods containing fat. Fatty foods should only be eaten in moderation since they are concentrated energy foods that, unless needed for energy requirements, will be stored as body fat and could lead to obesity. <li data-bbox="339 1861 1302 1933">• Cooking food by unhealthy means such as frying. Not draining away excess fat when cooking, or cutting visible fat from food. <li data-bbox="339 1939 1302 1968">• Eating too many dairy foods such as cheese, cream and butter. <li data-bbox="339 1975 1302 2004">• Lack of exercise, playing computer games <li data-bbox="339 2011 1302 2040">• Leading a sedentary lifestyle/job <li data-bbox="339 2047 1302 2076">• Influence of media/advertising/food industry etc | 10] |

| Question | Answers | Marks |
|----------|--|-----------|
| | <ul style="list-style-type: none"> • Psychological reasons – stress, comfort eating, low self esteem, • Excess alcohol consumption. | |
| (b) | Explain how current health education policies aim to improve the health of the nation. | |
| | <p>High 11-15 The candidates are able to fully explain how a range of current health education policies aim to improve the health of the nation. Clear links must be made between the policies and intended outcome. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few, if any errors of grammar, punctuation and spelling.</p> <p>Middle 6-10 The candidates are able to explain satisfactory how current health education policies aim to improve the health of the nation. Some links will be made between the policies and intended outcomes using some specialist terms. The information will be expressed clearly although some ideas may not be fully developed. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Low 0-5 The candidates are able to give basic explanations of how current health education policies aim to improve the health of the nation. The information given may be generalised and simplistic and may be expressed awkwardly and may not include links to policies and/or intended outcomes. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>Answers may include: The government has attempted to address some of the causes of ill health by introducing the White Paper published in 2004 called “Choosing Health; Making Healthy Choices”. It identified 5 key health priorities which were to:</p> <ol style="list-style-type: none"> 1 reduce the number of people who smoke 2 reduce obesity and improve diet and nutrition 3 increase exercise 4 encourage and support sensible drinking 5 improve sexual and mental health. <p>Current Health Education Policies are:</p> <ul style="list-style-type: none"> • helping poorer people to make good choices about health • to try and stop so many people buying unhealthy food, cigarettes and alcohol, especially children and young people • working with schools to help children to be healthier. This included providing children with healthy food to eat, making sure children see a school nurse, encouraging children to do sport and exercise • greater punishments to stop owners who sell cigarettes to young people • spend time and money helping poorer communities to help people to be healthier, work with sports clubs to help people do more sport, make it easier to cycle and walk and stopping smoking in public places. | 15 |

| Question | Answers | Marks |
|----------|---|-------|
| | <ul style="list-style-type: none"> • help people be healthier at work by helping more people to get a job. • the Government's Five a Day • the School Fruit and Vegetable Scheme • NHS accredited trainers will be available to provide advice and support on healthy eating. • the Government is working with the food industry to improve food labelling and restricting advertisement for foods high in sugar and fat during children's programmes • the healthy start scheme • the school food trust aims to transform school food and food skills, promote the education and health of children and young people and improve the quality of food in schools • new standards for school provided food The National Healthy Schools Programme. • The walk once a week scheme. The WoW scheme encourages parents and pupils to walk to school at least once a week • Cycling to school. Encouraging and developing a School Cycling Policy, which could be part of a School Travel Plan • As part of the extended schools initiative many schools are considering and setting up before and after school provision. Eg breakfast club <p>Candidates may describe their own school initiatives. Credit will be given for all valid points.</p> | |

| Question | Answers | Marks |
|----------|---|-------|
| 3 (a) | <p>Describe the primary and secondary health care provided by the National Health Service.</p> <p>High 8-10 The candidates are able to describe fully the primary and secondary care provided by the NHS. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Specialist terms will be used correctly and appropriately. There will be few, if any errors of grammar, punctuation and spelling.</p> <p>Middle 4-7 The candidates are able to give satisfactory descriptions of the primary and secondary health care provided by the NHS. The information will be expressed clearly although some ideas may not be fully developed or may be one sided. There will be some use of correct specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Low 0-3 The candidates are able to give limited descriptions of the primary or secondary health care provided by the NHS. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>Answers may include</p> <ul style="list-style-type: none"> • The NHS provides a comprehensive range of services throughout primary and secondary care. • The NHS will also provide information services and support to individuals in relation to health promotion, disease prevention, self-care, rehabilitation and after-care. • The Department of Health funds, directs and support the NHS. • Strategic health authorities have overall responsibility for improving the health services in their local area. Primary Care Trusts are local health organisations which manage the health services in your local area such as hospitals, doctors, dentists, and mental health services. They are now at the centre of the NHS and control 80% of the budget. • Primary care is that provided by Health Professionals at the first or primary stage of health care. Much of the health care provided remains in the primary care stage. It is the health care provided by the people you normally see when you have a health problem. It consists of GPs, Dentists, NHS walk in centres, NHS Direct, Opticians, Pharmacists. • Primary health care aim is to prevent the illness or problem getting worse, and to refer on to secondary health care when necessary. • Secondary Care is provided if the health condition requires further treatment, not possible in primary care, then reference is made to secondary health care that is provided in hospitals. It consists of Emergency and Urgent Care, Acute Trusts, NHS Trusts and Foundation Trusts, Ambulance Trusts, Care Trusts, Mental Health Trusts. <p>Credit will be given for all valid points.</p> | [10] |

| Question | Answers | Marks |
|----------|---|-------|
| 3 (b) | <p data-bbox="339 232 1171 266">Describe the social care services available to an individual.</p> <p data-bbox="339 300 496 333">High 11-15 The candidates are able to describe fully a range of social care services available to an individual. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few, if any errors or grammar, punctuation and spelling.</p> <p data-bbox="339 539 504 573">Middle 6-10 The candidates are able to describe the social care services available to an individual. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of correct specialist terminology. There may be occasional errors or grammar, punctuation and spelling.</p> <p data-bbox="339 779 453 813">Low 0-5 The candidates are able to give basic descriptions of the social care services available to an individual. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors or grammar, punctuation and spelling may be intrusive.</p> <p data-bbox="339 976 644 1010">Answers may include</p> <ul data-bbox="339 1010 1305 1939" style="list-style-type: none"> • Personal care is offered in the individual's home for help with washing, dressing and feeding. • Domestic care is offered in the individual's home for help with cooking and cleaning. • Auxiliary care is offered in the individual's home for help with gardening, transport and odd jobs. • Social support and surveillance – is offered in the individual's home for help with visiting and companionship (this is often supplied by voluntary organisations). • Nursing care – is needed to care for medical needs for example changing dressings on a wound. • Day services in the form of residential or nursing home care is provided. • Respite care where an individual goes into short term residential care to give their carer a break. • Day centres where elderly people, mentally ill people can go to socialise and meet friends or to have a hot meal provided for them. • Residential care is where homes are available if a person needs 24hr care. • Supportive /palliative care – adults can be supported in the community to help them live their lives as independently as possible in the community either at home or in care settings. • Protection – vulnerable people are supported and protected. • Children's services – children are supported and protected. There are fostering, adoption and residential care services provided for children. • Adaptations to the home. <p data-bbox="339 1973 834 2007">Credit will be given for all valid points.</p> | [15] |

| Question | Answers | Marks |
|----------|---|-------|
| 4 (a) | <p data-bbox="336 232 1270 297">Describe the factors that influence the decline in the quality of our environment.</p> <p data-bbox="336 327 475 360">High 8-10</p> <p data-bbox="336 360 1297 595">The candidates are able to fully describe a range of factors affecting the quality of our environment. Clear links will be made between the factors and their effect on the quality of the environment. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Specialist terms will be used correctly and appropriately. There will be few, if any errors or grammar, punctuation and spelling.</p> <p data-bbox="336 618 485 651">Middle 4-7</p> <p data-bbox="336 651 1305 853">The candidates are able to describe the factors affecting the quality of our environment. Some links will be made between the factors and their effect on the quality of the environment. Some technical terms will be used correctly. The information will be expressed clearly although some ideas may not be fully developed. There may be occasional errors or grammar, punctuation and spelling.</p> <p data-bbox="336 875 451 909">Low 0-3</p> <p data-bbox="336 909 1286 1077">The candidates are able to give basic descriptions of some of the factors affecting the quality of our environment. There may not be any links between the factors and their effect on the environment. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors or grammar, punctuation and spelling may be intrusive.</p> <p data-bbox="336 1099 643 1133">Answers may include</p> <ul data-bbox="336 1133 1126 1413" style="list-style-type: none"> • Global warming/climate change/greenhouse gases • Ozone depletion. • Acid rain • Deforestation • Air, water and noise pollution. • Waste disposal/management • Intensive farming methods • urbanisation <p data-bbox="336 1424 831 1458">Credit will be given for all valid points.</p> | [10] |

| Question | Answers | Marks |
|----------|--|-------|
| (b) | <p>Explain the measures that can be given to manage and conserve energy in the home.</p> <p>High 11-15 The candidates are able to fully explain a range of measures which can be taken to both manage and conserve energy in the home. Clear links will be made between the measures and their effects. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. Technical terms will be used correctly and appropriately There will be few, if any errors or grammar, punctuation and spelling.</p> <p>Middle 6-10 The candidates are able to explain satisfactorily the measures which can be taken to manage and conserve energy in the home. Some links will be made between the measures and their effects. The information will be expressed clearly although some ideas may not be fully developed. There may be occasional errors or grammar, punctuation and spelling.</p> <p>Low 0-5 The candidates are able to briefly explain the measures which can be taken to manage and conserve energy in the home. The information given may be generalised and simplistic and may be expressed awkwardly. Errors or grammar, punctuation and spelling may be intrusive.</p> <p>Answers may include:</p> <p>Purchasing and using electricity.</p> <ul style="list-style-type: none"> • Buy energy from the Greenest energy supplier; check out tariffs on the internet. Use of cheaper electricity at night. • Switch off lights. • Boil only amount of water needed. • Use cooler washing temperatures, full loads/half loads appropriately • Dry clothes naturally when possible • Energy efficient light bulbs. • Energy efficiency label. 'A' rated appliances are the most energy efficient. • Use electrical equipment sensibly and only when really necessary. • Do not leave TV's, stereo's etc on standby, switch them off when not in use. • External lighting should be used selectively, be on a timer and be sensor driven. <p>Preparing, making and cooking food.</p> <ul style="list-style-type: none"> • Shopping online • Shopping locally • Become a "greener cook" recycle food to make new dishes. • Economical use of cooker and hob. • If you do not know how to cook then learn! • Make your own meals which can also be doubled up on quantities and freeze the other half for a later date. <p>Heating</p> <ul style="list-style-type: none"> • Use a timer and only heat your home when there. | [15] |

| Question | Answers | Marks |
|----------|--|-------|
| | <ul style="list-style-type: none">• Reduce heating by 1°C this will knock 10% off the bill.• Thermostatic controls on radiator valves will considerably reduce heating bills.• Check the layout of your rooms to ensure that there are no large pieces of furniture in front of a radiator.• Only heat rooms that are being used.• Boilers need to be regularly serviced in order to maintain their efficiency.• Insulation methods. <p>Water</p> <ul style="list-style-type: none">• Shower instead of bath.• Hot water tanks should always be lagged. The cylinder thermostat shouldn't need to be set higher than 60°C/140°F <p>Credit will be given for all valid points.</p> | |

G002 Resource Management

SECTION A

| Question | Answers | Marks |
|-----------|---|-------|
| 1 (a) (i) | <p>UK households spent an average of £443.00 a week in 2005-2006. Using the data given: What do families spend the most on each week?</p> <p>Transport</p> | [1] |
| (ii) | <p>How much was spent by families on household goods and services?</p> <p>£30 Accept 30</p> | [1] |
| (b) (i) | <p>Many families buy their food and drink from supermarkets. State TWO advantages of shopping in supermarkets.</p> <ul style="list-style-type: none"> • All the weekly shop can be done in one go/everything under one roof • Greater choice of goods available/offer specialist products ie, gluten free, dairy free, exotic ingredients • Fewer assistants/bulk buying/own brand goods mean that prices are often low • Easy to compare prices of different brands • Customers can take as long as they like selecting and comparing goods • Many supermarkets allow self selection for some products (including fruit and vegetables) • Most supermarkets offer special incentives/special offers to customers, such as BOGOF's/in store tasting/loyalty cards/vouchers • Most offer free car parking • Many have other useful facilities for customers, such as cafes/toilets/dispensary/ATM/photo processing • Most supermarkets now offer the facility to buy on-line with a delivery service • Cheaper products than local stores/smaller shops • Longer opening hours <p>1 mark each for any two different advantages</p> | [0-2] |
| (ii) | <p>State ONE disadvantage of shopping in supermarkets.</p> <ul style="list-style-type: none"> • Can be an impersonal shopping experience (except in supermarkets with specialist counters such as delicatessens) • May not have a large range of specialist products to choose from eg gluten free • Possibilities to impulse buy • May be difficult to find some products/time consuming • Long distances to be walked, may be tiring for the elderly • Possible delays at the checkout, especially at busy times/overcrowded | [0-1] |

| Question | Answers | Marks |
|----------|--|--------------|
| | <ul style="list-style-type: none"> • Fast selling items are usually sold therefore/some items may not be available • Needs transport to access/may need to travel because out of town • Leads to the decline of local shops • Service may be rushed at checkout • Less specialist knowledge of products by staff <p>One mark for any one correctly identified disadvantage</p> | |
| (c) (i) | <p>Some supermarkets offer loyalty cards to their customers. Explain ONE reason why this may be an advantage to the supermarket.</p> <ul style="list-style-type: none"> • Supermarkets can collect valuable information (1) about their customers (1) and what they buy. (1) • Supermarkets can target customers (1) with mail shots and incentives (1) to buy certain products. (1) • Loyalty cards can help supermarkets to predict future trends in the marketplace. (1) • Customers shop more frequently at that supermarket (1) Sales increase/profits increase/customers spend more money (1) <p>0-2 marks available for a correct point plus one for added detail / explanation</p> | [0-2] |
| (d) (i) | <p>Some households choose to purchase convenience foods. Explain TWO reasons why they may select convenience foods.</p> <ul style="list-style-type: none"> • Saves time/quicker/little preparation/easier (1) any valid explanation (1) • Saves money/cheaper/less wastage (1) eg than making from scratch/fresh ingredients therefore less waste, or any other valid explanation • Saves energy (1) any valid explanation • Some convenience foods take up less storage space (1) than natural components (1), therefore useful for those with limited space, eg students • They can be stored and used in emergencies (1), such as unexpected visitors (1) • They can be used by imaginative cooks/as components of meals and to improve some recipes • They can be used by the less skilled/limited knowledge(1) to prepare meals (1) • They can be very useful for certain groups of people who may only prepare food in single portions, such as the elderly or people living on their own • There is a wide variety available (1) eg budget range for low income/gluten or dairy free etc (1) <p>0-2 marks for two different reasons. 1 mark for point made plus 1 mark for additional detail / explanation</p> | [0-4] |

| Question | Answers | Marks |
|----------|---|--------------|
| (ii) | <p>Explain one disadvantage of buying convenience foods.</p> <ul style="list-style-type: none"> • Convenience foods may have an inferior flavour, taste and texture to a homemade food product • Many have ingredients that can be unhealthy such as salt, sugar and fat(1) contributes to high blood pressure/heart disease/obesity/increase weight (1) • May not provide a balanced meal (1) some may lose valuable nutrients during processing (1) limited nutrient value/may not contain much fruit or vegetables (1) • There is a risk of food poisoning (1) if products are incorrectly stored or reheated (1) • Some convenience foods also contain additive and other ingredients that can have adverse reactions in some people (1) such as colouring agents and MSG (1) • Some convenience foods can be very expensive/cost more (1) such as luxury ready prepared meals (1) • Some also come with excessive packaging (1) which is a real concern from an environmental perspective • Fruit and veg may be more expensive than a market stall <p>1 mark for point made plus 1 mark for additional detail / explanation</p> | [0-2] |
| (e) | <p>Explain TWO reasons why the purchase of organic food has increased in recent years.</p> <ul style="list-style-type: none"> • Many people are more health conscious/concerned about the pesticides that are sprayed onto crops (1) and the residues that are found in foods (1) kinder to the environment/more natural – organic foods are perceived to be healthier(1) • Some people believe that the long term health risks /safety of food (1)/associated with exposure to pesticides (1) can include diseases such as cancer(1) • There is also concern over growth hormones and antibiotics that are given to animals (1) and how these impact on consumers who then eat the meat(1) • Many people believe that there are numerous other health benefits to eating organic foods such as; they contain more nutrients(1) they can help to support a healthier immune system (1) • Many people believe that they taste better (1) any valid explanation • Increased public awareness due to advertising/celebrity endorsement has increased demand/more people are trying it (1) any valid explanation • More readily available/more choice/demand has driven supermarkets and other retailers to stock and market organic foods (1) and so are more readily available to all consumers (1) • More affordable (1) so wider market for them (1) • The internet has also resulted (1) in specialist organic retailers, eg organic box scheme, making their products more widely known and available(1) <p>0-2 for each of two different reasons given. 1 mark for reason plus 1 mark for additional detail / explanation</p> | [0-2] |

| Question | Answers | Marks |
|----------|--|------------|
| (f) | <p>Organic food can be expensive. Identify TWO considerations other than price which may influence food choice.</p> <ul style="list-style-type: none"> • Personal Factors, such as likes & dislikes, appetite, mood, emotion and level of expectation, time available • Time of year/seasonal availability • Colour/flavour/texture/presentation/smell of the food • Advertising, packaging, labelling, brand • Cultural, religious • Educational influences and ones knowledge of food and cooking/skills • Allergies/special dietary needs • How old you are and stage of life influences what we eat • Peer group/social pressure and family tradition • Equipment available • Origin (where it comes from) <p>0-2 Marks.1 Mark for each correctly identified “factor” identified</p> | |
| (g) | <p>Many students live on a limited income. Explain THREE ways in which students can manage their resources to provide suitable meals.</p> <ul style="list-style-type: none"> • Try and plan meals (1) and write a list before shopping (1) • It is cheaper to cook for more than one person (1) so work with other students in the household (1) • Look out for special offers in supermarkets (1) but don't be tempted to buy food just because they are on offer (1) • Only buy the amount needed (1) to avoid waste (1) • Try and avoid expensive ready prepared foods (1) or fast food (1) which can be unhealthy (1) • Start the day with a sensible breakfast (1) it will avoid snacking later in the day (1) • Make use of cheaper protein foods (1) such as eggs, tinned fish and cheaper cuts of meat (1) • Starchy carbohydrates are cheap and filling (1) make use of potatoes, bread, rice, pasta (1) • Go for wholemeal varieties if possible (1) and cook by healthy methods (1) • Make the most of incentives offered by supermarkets (1) such as loyalty cards and money saving coupons (1) • Sometimes bargains can be had at the end of the day/BOGOFs (1) when produce is reduced but be selective/save money (1) • Frozen foods can be beneficial (1) and useful to have in reserve if a freezer is available (1) • Bulk buying for some other food commodities may prove cost effective (1) such as tinned products (1) • Markets often sell locally produced food products (1) which may be cheaper and superior (1) • Try and follow the healthy eating guidelines (1) and avoid excessive amounts of fat, sugar and salt (1) • To save money it will be cheaper to organise a packed lunch (1) rather than buying on campus or from a retail outlet (1) <p>0-2 marks for each of three different reasons</p> | [6] |

SECTION B

| Question | Answers | Marks |
|--------------|--|---------------|
| <p>2 (a)</p> | <p>Many families worry about the quality and safety of the food they eat. Describe the micro-organisms responsible for food poisoning.</p> <p>High 8-10 The candidates are able to fully describe the micro-organisms responsible for food poisoning There will be few, if any, errors of grammar, punctuation, or spelling</p> <p>Middle 4-7 The candidates are able to describe satisfactorily the micro-organisms responsible for food poisoning There may be occasional errors of grammar, punctuation, and spelling</p> <p>Low 0-3 The candidates are able to briefly describe a micro-organism responsible for food poisoning Errors of grammar, punctuation, and spelling may be intrusive</p> <p>Answers may include: Salmonella found in Eggs, poultry, cooked meats, un pasteurised milk, insects and sewage It causes abdominal pain, diarrhoea, vomiting, headache and high fever. It is the most common bacteria in the UK and is destroyed by heat above 70°C. Staphylococcus aureus found in the human body, droplet infection, raw milk, meat, meat products. It causes abdominal pain, severe vomiting and low temperature. It creates a toxin which causes the illness. High standards of personal hygiene are essential. Clostridium perfringens found in raw meat, soil from root vegetables, dust and animal excreta and sewage. It causes abdominal pain, diarrhoea, nausea. It forms spores which produce a toxin. Spores develop in the danger zone and anaerobic conditions. Clostridium botulinum is found in soil, raw meat and fish and incorrect processing and packaging of meat. It causes difficulties breathing, swallowing and paralysis, double vision and headaches. Occurrences are very rare. The spores are very toxic and most cases are fatal. Essential to monitor food processing e.g. canning. Bacillus cereus - Vomiting type found in Cooked rice and causes nausea, vomiting, diarrhoea at a later stage. It produces spores Toxins from growth of bacteria in food. Bacillus cereus Diarrhoea type found in cereals and cereal products, dust and soil. It causes diarrhoea, abdominal pains but rarely vomiting. It produces spores Toxins from growth of bacteria in food. Campylobacter jejuni is found in raw meat, animal contamination It causes diarrhoea, headache fever and abdominal pain. It can be destroyed by heat and is the most common cause of food poisoning in the UK. Escherichia coli 0157 found in raw meats, raw poultry, untreated milk, water and dairy products. It causes abdominal pain, nausea, diarrhoea, vomiting, kidney failure also causes gastroenteritis and can be fatal. It is sometimes called 'Traveller's Diarrhoea'.</p> | <p>[0-10]</p> |

| Question | Answers | Marks |
|----------|--|-------|
| | <p>Listeria monocytogenes found in cook chill foods and ready meals, untreated dairy foods and pate. It causes mild flu to serious complications and can cause miscarriage. Most at risk are pregnant women, newborn babies, the sick and elderly. Food needs to be stored below 5°C and the reheated thoroughly. However it can survive adverse conditions.</p> <p>Each type of bacteria has different characteristics but they all need the following conditions and factors necessary for their growth:</p> <ul style="list-style-type: none"> • Food: bacteria can thrive on most foods but prefer moist and high protein foods such as meat, poultry, rice, eggs and dairy products • Moisture: Food poisoning bacteria needs moisture to stay alive They cannot multiply in dry food although they can remain dormant • Warmth: Most food poisoning bacteria multiply between 5-63 degrees centigrade (the danger zone) At colder temperatures bacterial growth slows down and when food is frozen their growth is inhibited Some types of bacteria such as clostridium botulinum can form spores which enable them to survive high temperatures Most bacteria are destroyed at temperatures of above 70 degrees centigrade Ambient temperatures provide the best conditions for bacterial growth <p>Time: Most food poisoning bacteria reproduce every 10-20 minutes Do not leave food in warm condition for more than ninety minutes if possible to reduce the number of bacteria becoming dangerous</p> <p>Other factors: The level of acidity and the PH can influence bacterial growth The presence of lack of oxygen may also be a factor</p> | |
| (b) | <p>Describe how the storage, preparation and cooking of food influences its safety.</p> <p>High 11-15 The candidate is able to fully describe how the storage, preparation and cooking of food influences its safety, all three considerations will be described, there will be few, if any, errors of grammar, punctuation, and spelling</p> <p>Middle 5-10 The candidate is able to describe satisfactorily how the storage, preparation and cooking of food influences its safety Middle marks will be achieved if only two considerations are described There may be occasional errors, punctuation, and spelling</p> <p>Low 0-4 The candidate is able to describe with little detail how the storage, preparation and cooking of food influences its safety Not all factors may be mentioned and information will be generalised and simplistic Errors of grammar, punctuation, and spelling will be intrusive</p> <p>Answers may include:</p> <p>Food needs to be stored, prepared and cooked correctly in order to</p> | |

| Question | Answers | Marks |
|----------|---|-------------|
| | <p>ensure its safety Some of the rules to follow to prevent contamination include the following:</p> <p>Storage</p> <ul style="list-style-type: none"> • Store food of a different nature in the best possible way • Dry food in cool well ventilated areas • High risk and perishable foods in fridges 5 degrees centigrade or below • Frozen foods well wrapped at -18 degrees centigrade or below • Handle all food with care, protect from contamination and pests • Rotate food stock and keep an eye on date marks <p>Preparation</p> <ul style="list-style-type: none"> • Personal hygiene during preparation of food is essential • Wash hands regularly, do not cough, or sneeze over food, never smoke when handling food • Prepare high risk foods on difference boards to non high risk foods, keep meat and vegetables away from foods that are eaten raw • Always use clean undamaged equipment for the preparation of food • Always ensure food is thoroughly prepared and cleaned prior to cooking Preheat ovens if necessary • Meat and poultry can contain pathogenic bacteria and must be thoroughly defrosted prior to cooking <p>Cooking</p> <ul style="list-style-type: none"> • Always ensure food is thoroughly cooked at the correct temperature for the correct length of time Preheat ovens if necessary • Take special care to follow the manufactures guidelines when cooking in a microwave oven • If reheating prepared food ensure its core temperature is above 70 degrees for 2 minutes and that the food is piping hot • Meat and poultry can contain pathogenic bacteria and must be thoroughly defrosted prior to cooking | [15] |
| 3 (a) | <p>Individuals and households needs to be financially aware if they are to avoid debt.</p> <p>Explain how individuals and households can plan and manage their finances.</p> <p>High 8-10 The candidate is able to fully explain how individuals and households can plan and manage their finances There will be few, if any, errors of grammar, punctuation, and spelling</p> <p>Middle 4-7 The candidate is able to explain satisfactorily how individuals and households can plan and manage their finances There may be occasional errors of grammar, punctuation, and spelling</p> | |

| Question | Answers | Marks |
|------------|---|-------------|
| | <p>Low 0-3 The candidate is able to explain in a limited way how individuals and households can plan and manage their finances Errors of grammar, punctuation, and spelling may be intrusive</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Families and individuals should write down everything that applies to them on a spreadsheet and see what the sum is when one is deducted from other • There are many advantages of budgeting in this way and if families can balance incomings with outgoing financial difficulties should not arise • It would be a good idea to calculate the following; <p>Income/money coming in could include the following:</p> <ul style="list-style-type: none"> ◇ Wages/salary/pension, benefits, contributions from their people in the household, student loans/grants, other <p>Expenditure and money going out could include the following:</p> <ul style="list-style-type: none"> • Home/household costs, including, Rent or mortgage Household insurance, heating costs, gas, electricity Community charges Water TV licence, telephone charges, Repairs and renewals and other costs • Food and Clothing, including: Food and groceries, school lunches, work lunches, school uniform, work and casual clothing • Travel, including: Purchase/credit for a car, car tax and insurance, petrol, car servicing, children's and adult bus fares • Financial Commitments: Credit card payments, store card payments, bank charges, pension contributions, loan repayments and other financial obligations • Other out going may include: Holidays, savings, cigarettes, alcohol, subscriptions, meals out, child/spouse maintenance, university/college fees, Christmas/birthdays, newspapers and paid monthly <p>Other strategies that could be employed include:</p> <ul style="list-style-type: none"> • Set up direct debits plans so that costs for services are reduced and paid monthly • When using loans, overdrafts, mortgages, or other forms of credit shop around for the best deal and do not be afraid to change banks or credit provider Be also very aware of interest charges • If credit is a necessity, try and find interest free credit but be aware of the timing for the payments and any penalty clauses that may apply | [10] |
| (b) | <p>Describe the different payment methods available to individuals and households.</p> <p>High 11-15 Candidates should describe a range of payment methods fully available. There will be few, if any, errors of grammar, punctuation, or spelling.</p> | |

| Question | Answers | Marks |
|----------|--|----------------------|
| | <p>Middle 5-10 Candidates should describe some of the methods of payment. Information will be expressed well although may not be fully developed. There may be occasional errors of grammar, punctuation, or spelling.</p> <p>Low 0-4 Candidates may identify and discuss in a limited manner some of the different methods of payment. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Cash, accepted by all, no interest charges to pay when using it, goods become your property when purchased. Heavy to handle, may be lost or stolen, unsuitable for large purchases. • Cheque can be sent through the post and light to handle, a record of spending is recorded on the counterfoil, takes between 3-5 days to clear from your account. • Direct debit/Standing Orders. Bills are automatically paid out of a bank account for fixed or varying amounts. • Bank Loans/overdraft. Need to be prearranged and interest is charged on the total amount borrowed, security may be asked for. • Credit Cards. Spending can be spread over a period of weeks and when used carefully interest charges can be avoided. However interest payments can be high and it is very easy to overspend. • Store Cards/Charge Cards. These are readily available in a large number of chain stores and it is very tempting to sign up and use them excessively. Interest charges are high, easy to overspend. • Hire Purchase agreements. Goods can be purchased in advance of having the funds available to purchase them. Monthly payments are usually made and interest is normally applied at a high rate. The goods do not belong to the purchaser until the final payment has been made. • Credit agreements. These can take many forms and do have distinct advantages when carefully selected. Some credit agreements are offered on an interest free basis and these can be used to the consumer's advantage. • Mortgages are a long-term form of credit agreement and families should shop around to achieve the most attractive rates. • Mail Order Credit. Commission is sometimes paid and payments can be spread over a number of weeks or months. Easy to obtain but the cost of the items may be high. Easy to overspend. • Tokens, gift vouchers, coupons. Limited use and may have an expiry date. Change may not be given to the face value. Can help to budget for events like Christmas and as a mean of saving. <p>Credit will be given for all other valid points.</p> | <p>[0-10]</p> |

| Question | Answers | Marks |
|----------|--|-------------|
| 4 (a) | <p>Food preparation and cooking equipment is helpful when preparing meals.</p> <p>Select two pieces of small electrical equipment and explain their advantages and disadvantages when preparing and cooking food.</p> <p>High 8-10</p> <p>The candidate is able to fully explain the advantages and disadvantages of two pieces of small electrical equipment There will be few, if any, errors of grammar, punctuation, and spelling</p> <p>Middle 4-7</p> <p>The candidate is able to explain satisfactorily the advantages and at least one disadvantage of one or two pieces of small electrical equipment There may be occasional errors of grammar, punctuation, and spelling</p> <p>Low 0-3</p> <p>The candidate is able to explain in a limited way an advantage and or disadvantage one or two pieces of small electrical equipment Errors of grammar, punctuation, and spelling may be intrusive</p> <p>Two from: Examples</p> <ul style="list-style-type: none"> • Microwave ovens • Blender/Liquidiser • Food mixer • Bread maker • Steamer • Food Processor • Contact Grill • Smoothie Maker <p>The advantages and disadvantages of each should be explained, including, cost, ease of use and cleaning, time saving qualities, versatility, special features and any other relevant considerations</p> | [10] |
| (b) | <p>Describe the factors that influence the selection and purchase of food preparation and cooking equipment.</p> <p>High 11-15</p> <p>Candidates should describe fully the factors that influence the selection and purchase of food preparation and cooking equipment. There will be few, if any, errors of grammar, punctuation, or spelling</p> <p>Middle 5-10</p> <p>Candidates should describe some of the factors that influence the selection and purchase of food preparation and cooking equipment. Information will be expressed well although may not be fully developed There may be occasional errors of grammar, punctuation, and spelling</p> | |

| Question | Answers | Marks |
|----------|---|----------------------|
| | <p>Low 0-4 Candidates may identify and discuss in a limited manner some of the factors that influence the selection and purchase of food preparation and cooking equipment Errors of grammar, punctuation, and spelling may be intrusive</p> <p>There are many factors which will influence the selection and purchase of household products</p> <p>Examples</p> <ul style="list-style-type: none"> • Price and money available This is often the most defining factor Disposable income has a great bearing on what can be afforded and the type or specification of the product purchased • Design The size, colour, shape, weight and aesthetic qualities of the product are very important to the consumer and should be carefully considered before a purchase is made Different households may have different requirements and individual taste will also significantly influence choice • Quality Generally price will influence the quality of the product although economy or budget products represent excellent value for money Consumers need to shop around and decide on their budget and then select the quality of the item they need Individual taste will dictate to a large extent the quality of the item that is required • Fitness for Purpose (function) Consumers need to ensure that the product actually performs the function that is required This is especially appropriate with electrical equipment that is becoming more and more sophisticated It is advisable to research fully the functions of the equipment and decide what is actually required before the sale goes ahead It is advisable to find out the product specification and guarantee before buying Instruction booklets should be clear, precise and easy to follow • Availability of Goods may have to settle for a different model if the product you want is not available • Advertising and current consumer trends Most people are influenced by advertising and the perceived popularity of a product The wise consumer will be aware of the influence of persuasive advertising, although this is easier said than done • Reviews by Which or Good Housekeeping a good review would influence choice • Energy Efficiency – With the current climate becoming more environmentally aware then how much electricity or water a product is using is very important to many consumers • Ethical choice purchase of equipment linked to donation to good causes • Skill/knowledge of person • Time of year eg purchase of barbeques | <p>[0-15]</p> |

Grade Thresholds

GCE Home Economics (H511)
 Advanced Subsidiary GCE Home Economics (H111)
 June 2009 Examination Series

Unit Threshold Marks

| Unit | | Maximum Mark | A | B | C | D | E | U |
|------|-----|--------------|----|----|----|----|----|---|
| G001 | Raw | 75 | 51 | 45 | 39 | 33 | 28 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |
| G002 | Raw | 75 | 54 | 48 | 42 | 36 | 30 | 0 |
| | UMS | 100 | 80 | 70 | 60 | 50 | 40 | 0 |

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

| | Maximum Mark | A | B | C | D | E | U |
|------|--------------|-----|-----|-----|-----|----|---|
| H111 | 200 | 160 | 140 | 120 | 100 | 80 | 0 |

The cumulative percentage of candidates awarded each grade was as follows:

| | A | B | C | D | E | U | Total Number of Candidates |
|------|------|------|------|------|------|-----|----------------------------|
| H111 | 10.1 | 24.3 | 46.1 | 67.0 | 83.3 | 100 | 487 |

487 candidates aggregated this series

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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