

GCE

Home Economics (Food, Nutrition and Health)

Unit **G002**: Resource Management

Advanced Subsidiary GCE

Mark Scheme for June 2015

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2015

Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Caret sign to show omission
	Not answered question
	Repeat
	Noted but no credit given
	Tick
	Cross
	Level 1
	Level 2
	Level 3
	Level 4
	Vague

Question			Answer	Mark	Guidance
1	(a)	(i)	60	1	
		(ii)	65	1	
		(iii)	Household goods and services	1	
1	(b)		<ul style="list-style-type: none"> • More disposable income [1] spend more money on food outside the home [1] • Mothers working longer hours [1] reduces time and motivation needed to cook meals [1] household eating at different times [1] • More people live alone [1] patterns of eating less regular [1] • More places to eat out [1] prices to suit all budgets [1] family activity [1] perception of eating out changed [1] • Limited skill and knowledge of how to cook [1] more eating out, snacking & eating alone [1] • Lack of time, busier lives, longer working hours [1] non-work time precious so less eating together [1] • Types of food available has changed [1] more snacking & grazing, dashboard dining, desk fast [1] • Pressure from the media [1] leading to skipping meals, snacking & grazing [1] • Technological advances in cooking equipment e.g. microwave [1] has led to more people eating alone [1] 	2x2	Two different reason required 1 mark for basic description/statement 1 mark for extension
1	(c)		<p>Advantages</p> <ul style="list-style-type: none"> • Saves time/quicker [1] shorter queues [1] • Can see a running total as to how much spent [1] can choose whether to buy all items [1] • Reduction in staff numbers [1] because don't need staff for every till [1] 	2x2	1 mark for basic description/statement 2 marks for detailed explanation including reason Same point shouldn't be used for advantage/disadvantage

Question		Answer	Mark	Guidance
		<p>Disadvantages</p> <ul style="list-style-type: none"> • Not easy to use for a lot of items [1] small space allocated to each checkout [1] • Less personal service [1] no social interaction or help with packing [1] • Can be time consuming/ frustrating [1] some items won't scan/ may need approval / staff intervention to override computer [1] • Additional items e.g. cash back not available at self-checkouts [1] necessitating another transaction e.g. visit cash point [1] • Reduction in staff numbers [1] less employment [1] • Open to shop lifting [1] only one member of staff monitoring all tills [1] 		
1	(d)	<ul style="list-style-type: none"> • Warmth [1] - most bacteria grow at ambient temperatures, 37°C ideal temperature for bacterial growth (body temp), danger zone 5-63°C. Below 5°C multiplication slows down, -18°C bacteria dormant, above 63°C most bacteria destroyed [1] • Time [1] most bacteria double in number every 10 to 20 minutes in ideal conditions, within 12 hours 1 bacterium becomes 16 million [1] • Food [1] high protein foods, high risk food [1] • Moisture [1] removal of moisture through drying prevents bacteria from multiplying [1] • Oxygen [1] Aerobes require oxygen e.g. Bacillus cereus. Anaerobes do not need oxygen e.g. Clostridium perfringens. Others can survive with or without oxygen e.g. Salmonella and Staphylococcus aureus [1] • Acidity/Alkalinity [1] most bacteria like neutral conditions pH7 or just alkaline up to pH7.4. Bacteria will not grow in acid foods e.g. pH of 4.5 or below. [1] 	3x2	<ul style="list-style-type: none"> • Do not accept phrase 'grow' • For warmth must have some reference to a relevant temperature • For food any examples must be correct

Question			Answer	Mark	Guidance
1	(e)	(i)	<p>Salmonella Eggs, poultry, cooked meats, unpasteurised milk, insects, sewage</p> <p>Staphylococcus aureus Human body – skin, mucus linings, droplet infection, raw milk, meat, meat products.</p>	2X1	2 x sources required for each Do not accept meat
		(ii)	<p>Salmonella Cross contamination, direct food contamination, indirect contamination [1]</p> <p>Direct food contamination - fruit, vegetables and shellfish contaminated through contact with manure in soil or sewage in water, insects contaminating food, contaminated food touching ready to eat foods [1]</p> <p>Indirect contamination - when infected food and cooked food stored / prepared together, spread by poor personal hygiene [1]</p> <p>Staphylococcus aureus Cross contamination, direct food contamination, indirect contamination, droplet infection[1]</p> <p>Infected person handling food, sneezing or coughing over food, when infected food and other food stored / prepared together[1]</p>	2	1 mark method of transmission, 1 mark description Accept vehicle of contamination if clarified
					Total 25 marks

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Indicative content:</p> <p>Main factors which should be considered are:</p> <p>Price</p> <ul style="list-style-type: none"> • Links to money available to spent • Shop around to compare prices/offers <p>Quality</p> <ul style="list-style-type: none"> • Identify the quality required • Reputable own brands may be of equal quality to branded food processors • Look for labels that indicate quality e.g. Which? Best buy <p>Design</p> <ul style="list-style-type: none"> • Size, colour, aesthetics & ergonomics • Safety features • Capacity of the processor; depends on the number of people in household/amount of use it will have. • Stability- won't tip over • Ease of cleaning – parts washed in dishwasher <p>Fitness for purpose</p> <ul style="list-style-type: none"> • Check the specification to find out exactly what it will do e.g. attachments , wattage/ power level <p>Current consumer trends/advertising</p> <ul style="list-style-type: none"> • Influences many people 			<p>Level 4 9-10</p> <p>The candidate gives a comprehensive description of the factors that may influence the selection and purchase of a food processor. Ideas will be expressed clearly and fluently in a well-structured manner and will be supported where appropriate with relevant examples. Specialist terminology will be used correctly and appropriately. There will be few if any errors of spelling, punctuation and grammar.</p> <p>Level 3 6-8</p> <p>The candidate gives a detailed description of the factors that may influence the selection and purchase of a food processor. Ideas will be expressed clearly but may not be fully developed and will be supported with relevant examples. Specialist terminology will be used correctly. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2 3-5</p> <p>The candidate gives a limited description of the factors that may influence the selection and purchase of a food processor. Ideas will be expressed but may not always be fully developed and will be supported with examples which may not be relevant. There will be limited use of specialist terminology. There may be some errors in spelling, punctuation and grammar.</p> <p>Level 1 1-2</p> <p>The candidate identifies the factors that may influence the selection and purchase of a food processor in superficial terms. Ideas will be poorly expressed or presented as a list. There will be limited if any use of specialist terminology which may not always be used appropriately. Errors of spelling, punctuation and grammar may be intrusive.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Brand</p> <ul style="list-style-type: none"> Varying warranties dependant on brand Reputable brands <p>Reports/ reviews</p> <ul style="list-style-type: none"> Reviews on websites or in magazines will influence choice 			<p>0=no response worthy of credit</p>
2	(b)		<p>Indicative content</p> <p>Media consumer reports (e.g. Which? / Good Housekeeping)</p> <ul style="list-style-type: none"> Non biased Gives detailed information Some show prices at various outlets and shops Give grading and ratings/comparisons given between similar goods and services Show results of testing goods and service Accessible on line Information may not be current Some subscription based- not available to everyone <p>Television programmes</p> <ul style="list-style-type: none"> Most people have access to television Specialist programmes cover certain products and services informing about any issues e.g. Watchdog Information given is up to date and accurate at time of transmission 	15	<p>Evaluation requires a judgement to be made.</p>	<p>Level 4 13-15 The candidate gives a comprehensive evaluation of the different sources of information available to the consumer when purchasing goods and services. Ideas will be expressed clearly and fluently in a well-structured manner and will be supported where appropriate with relevant examples. Specialist terminology will be used correctly and appropriately. There will be few if any errors of spelling, punctuation and grammar.</p> <p>Level 3 9-12 The candidate gives a detailed evaluation of the different sources of information available to the consumer when purchasing goods and services. Ideas will be expressed clearly but may not be fully developed and will be supported with relevant examples. Specialist terminology will be used correctly. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2 5-8 The candidate gives a limited evaluation of the different sources of information available to the consumer when purchasing goods and services. Ideas will be expressed but may not always be fully developed and will be supported with examples which may not be relevant. There will be limited use of specialist terminology. There may be some errors in spelling, punctuation and grammar.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> Usually highlights unsafe items and dishonest traders Product demonstrations given on dedicated shopping channels e.g. QVC. Maybe be biased e.g. QVC Only promotes certain products, may not discuss the product / service you want to purchase <p>Internet</p> <ul style="list-style-type: none"> Easily accessed Read other consumers online reviews, but personal opinion View video demonstrations of products / see detailed pictures Access manufacturer's site and information Download product manuals and user guides which are specific to the product Comparison sites highlight merits of goods and service, also compare costs. But full range may not be available <p>Consumer help lines</p> <ul style="list-style-type: none"> One to one discussions and advice with technical experts. Costs of phone call <p>Consumer Exhibitions</p> <ul style="list-style-type: none"> Specialist advice about range of products Up to date information Special offers / new products 			<p>Level 1 1-4 The candidate identifies the different sources of information available to the consumer when purchasing goods and services in superficial terms. Ideas will be poorly expressed or presented as a list. There will be limited if any use of specialist terminology which may not always be used appropriately. Errors of spelling, punctuation and grammar may be intrusive.</p> <p>0= no response worth of credit</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • Demonstrations / interaction with products • Often only in large exhibition centres e.g. NEC • Costs money to enter exhibition • Limited availability of ranges • Exhibition only on for limited time <p>Advertising</p> <ul style="list-style-type: none"> • Up to date • Limited amount of information • Biased <p>Word of mouth and/or recommendation by a friend</p> <ul style="list-style-type: none"> • Discussion about product • Personal opinion/ experience • Not expert <p>Visiting a store and talking to the retailer</p> <ul style="list-style-type: none"> • Can see product • Expert advice • Range of products to compare • Pressure to buy <p>Labels on products / packaging</p> <ul style="list-style-type: none"> • energy efficiency ratings • easy comparison & clear information • Concise information 			

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>Indicative content:</p> <p>Money available</p> <ul style="list-style-type: none"> • Plan meals so don't overspend • Making meals from scratch is usually cheaper than ready meals • Use cheap cuts of meat e.g. stewing steak or use cheaper sources of protein e.g. use pulses in soups and stews • Batch cooking large quantities of food (e.g. a casserole) and freezing individual portions • Save energy when cooking to reduce their fuel bills by utilising the oven fully • Use the correct size of saucepan • when cooking on the hob • Use freezer to store food items e.g. frozen fruit & vegetables • Using filling foods e.g. carbohydrates • Grow your own • Use seasonal produce • Ensure take advantage of free or subsidised school / work meals • Use leftovers <p>Likes & dislikes met</p> <ul style="list-style-type: none"> • Need to be met so food not wasted • Only need to prepare one meal <p>Healthy eating</p> <ul style="list-style-type: none"> • Ensure follow Eatwell plate and healthy eating guidelines 	10	If communication is clear this will help inform the level.	<p>Level 4 9-10</p> <p>The candidate gives a comprehensive description of the issues families on a limited budget with a large number of dependents should consider when managing their food resources. Ideas will be expressed clearly and fluently in a well-structured manner and will be supported where appropriate with relevant examples. Specialist terminology will be used correctly and appropriately. There will be few if any errors of spelling, punctuation and grammar.</p> <p>Level 3 6-8</p> <p>The candidate gives a detailed description of the issues families on a limited budget with a large number of dependents should consider when managing their food resources. Ideas will be expressed clearly but may not be fully developed and will be supported with relevant examples. Specialist terminology will be used correctly. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2 3-5</p> <p>The candidate gives a limited description of the issues families on a limited budget with a large number of dependents should consider when managing their food resources. Ideas will be expressed but may not always be fully developed and will be supported with examples which may not be relevant. There will be limited use of specialist terminology. There may be some errors in spelling, punctuation and grammar.</p> <p>Level 1 1-2</p> <p>The candidate identifies the issues families on a limited budget with a large number of dependents should consider when managing their food resources in superficial terms. Ideas will be poorly expressed or</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Dietary requirements / allergies / cultural & moral issues</p> <ul style="list-style-type: none"> • Important to address any requirements so all family members are catered for <p>Skill, time & equipment available</p> <ul style="list-style-type: none"> • Part prepared components may be used to save time and effort • May have to rely on some ready prepared foods dependant on time and skill • Get all family members involved in preparation of food • Use of various equipment <p>Safe food</p> <ul style="list-style-type: none"> • Check date marks to ensure food not wasted 			<p>presented as a list. There will be limited if any use of specialist terminology which may not always be used appropriately. Errors of spelling, punctuation and grammar may be intrusive.</p> <p>0= no response worth of credit</p>
3	(b)		<p>Indicative content:</p> <p>Advantages</p> <ul style="list-style-type: none"> • Easy to access through availability of broadband services & various devices • Ordering available 24/7 • Done in comfort of own home at a time to suit you • Quicker than visiting the supermarket & saves personal energy • Don't have to take all the family with you • Customers able to browse a wide variety of products on websites 	15	Credit will be given for all valid points	<p>Level 4 13-15</p> <p>The candidate gives a comprehensive explanation of the advantages and disadvantages of online food shopping. Ideas will be expressed clearly and fluently in a well-structured manner and will be supported where appropriate with relevant examples. Specialist terminology will be used correctly and appropriately. There will be few if any errors of spelling, punctuation and grammar.</p> <p>Level 3 9-12</p> <p>The candidate gives a detailed explanation of the advantages and disadvantages of online food shopping. Ideas will be expressed clearly but may not be fully developed and will be supported with relevant examples.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • Easy to obtain specialist ingredients • Can offer more choice to the customer • Saves costs of actual visit to the supermarket e.g. transport, fuel • Customers can buy shopping in bulk - not pushing heavy trolley or good if have limited mobility • Convenient as can have shopping delivered at a suitable time for the customer • Customers can compare prices from a variety of retailers • Shopping lists saved-each time you shop- quick to refer to • Incentives if they deliver late e.g. voucher • Online discounts that aren't available in store • Less impulse purchasing • Can return carrier bags to the driver, opt out of having bags so better for environment • Running total can help with budgeting <p>Disadvantages</p> <ul style="list-style-type: none"> • Need access to internet • Someone else choosing food, may not pick longest shelf life • Items not always available, substitutions may not be suitable • Full selection of products not always available on line • Delivery charges • No social interaction 			<p>Specialist terminology will be used correctly. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2 5-8 The candidate gives a limited explanation of the advantages and disadvantages of online food shopping. Ideas will be expressed but may not always be fully developed and will be supported with examples which may not be relevant. There will be limited use of specialist terminology. There may be some errors in spelling, punctuation and grammar.</p> <p>Level 1 1-4 The candidate identifies the advantages and disadvantages of online food shopping in superficial terms. Ideas will be poorly expressed or presented as a list. There will be limited if any use of specialist terminology which may not always be used appropriately. Errors of spelling, punctuation and grammar may be intrusive.</p> <p>0= no response worth of credit</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • Not able to access other facilities that maybe in store e.g. pharmacy • Have to pay with debit or credit card, can't use cash • Might miss out on instore offers • Can't add last minute items to order • May not deliver to your area 			
4	(a)		<p>Indicative content:</p> <ul style="list-style-type: none"> • Availability of foods from different countries / traditions • Wide variety of foods from different cultures • Provision of foods which adhere to religious requirements – Halal, Kosher • Increasing range of meal kits / ingredients- allows preparation of authentic meals from different cultures • Specialist ethnic food shops- provide ingredients from different cultures • Increasing range of ready-made foods- linked to immigrants / foreign workers wanting foods from their own cultures • Growth of specialist takeaway / restaurants- customers can try foods from different cultures / traditional diets, meeting demands of customers • Availability of foods to celebrate different cultural events • Importing of foods from around the world e.g. spices used in home cooking, wide variety of foods to choose from 	10	Credit will be given for all valid points	<p>Level 4 9-10 The candidate is able to give a comprehensive description of how living in a multicultural society has affected food choice. Ideas will be expressed clearly and fluently in a well-structured manner and will be supported where appropriate with relevant examples. Specialist terminology will be used correctly and appropriately. There will be few if any errors of spelling, punctuation and grammar.</p> <p>Level 3 6-8 The candidate is able to give a detailed description of how living in a multicultural society has affected food choice. Ideas will be expressed clearly but may not be fully developed and will be supported with relevant examples. Specialist terminology will be used correctly. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2 3-5 The candidate is able to give a limited description of how living in a multicultural society has affected food choice. Ideas will be expressed but may not always be fully developed and will be supported with examples which may not be relevant. There will be limited use of specialist terminology. There may be some errors in spelling, punctuation and grammar.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> Addition of clear labels on food products, customers can make informed choices from use of authentic ingredients reflecting country of origin 			<p>Level 1 1-2 The candidate identifies how living in a multicultural society affects food choice in superficial terms. Ideas will be poorly expressed or presented as a list. There will be limited if any use of specialist terminology which may not always be used appropriately. Errors of spelling, punctuation and grammar may be intrusive.</p> <p>0=no response worthy of credit</p>
4	(b)		<p>Indicative content: Wages/ salaries</p> <ul style="list-style-type: none"> Wages are typically paid weekly and a salary is typically paid monthly Wages are typically paid for low income or part time work. Salaries are usually associated with more professional jobs. Wages give opportunity to earn overtime whereas salary is fixed regardless of the number of hours worked. <p>Benefits</p> <ul style="list-style-type: none"> There is a very wide range of welfare benefits available. The benefits system can be quite complicated some people may not receive benefits that they entitled to Often means tested or depend upon your circumstances e.g. Income support 	15	Credit will be given for all valid points	<p>Level 4 13-15 The candidate is able to give a comprehensive evaluation of the sources of income available for individuals and households. Ideas will be expressed clearly and fluently in a well-structured manner and will be supported where appropriate with relevant examples. Specialist terminology will be used correctly and appropriately. There will be few if any errors of spelling, punctuation and grammar.</p> <p>Level 3 9-12 The candidate is able to give a detailed evaluation of the sources of income available for individuals and households. Ideas will be expressed clearly but may not be fully developed and will be supported with relevant examples. Specialist terminology will be used correctly. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2 5-8 The candidate is able to give a limited evaluation of the sources of income available for individuals and households. Ideas will be expressed but may not always be fully developed and will be supported with examples which may not be relevant. There will be limited use of specialist terminology. There may be some errors in</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Pension</p> <ul style="list-style-type: none"> • State pension – provided by government, maybe supplemented by pension credit • Private pension – dependant on contributions made throughout working life <p>Interest on savings and investments</p> <ul style="list-style-type: none"> • Interest from most savings and investments is classed as unearned income therefore is taxed. • Interest rates vary • Some tax – free saving options are available, such as ISA's, and Premium bonds. • Value of shares can fluctuate <p>Allowances</p> <ul style="list-style-type: none"> • May be offered by employers and include medical and dental care, help paying transport to work or use of a company car • A young person still living at home may get an 'allowance' from parents. <p>Other sources with relevant evaluation:- Gifts Gambling wins Income from renting house / flat / room / car park space Student loan, grants & bursaries Inheritance Bank loans</p>			<p>spelling, punctuation and grammar.</p> <p>Level 1 1-4 The candidate identifies the sources of income available for individuals and households in superficial terms. Ideas will be poorly expressed or presented as a list. There will be limited if any use of specialist terminology which may not always be used appropriately. Errors of spelling, punctuation and grammar may be intrusive.</p> <p>0= no response worth of credit</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Selling possessions e.g. on e-bay / car boot sales Solar panels			

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2015

