



GCE

Home Economics (Food, Nutrition and Health)

Unit **G002**: Resource Management

Advanced Subsidiary GCE

Mark Scheme for June 2018

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
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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.

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Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	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/Indicative content	Mark	Guidance
1	(a)	(i)	£36.80	1	
		(ii)	Transport	1	
		(iii)	Health care is free in the UK through the NHS	1	
1	(b)		<p>Number of people in household (1) – the more people in the household the more carefully money is managed to ensure sufficient to meet all needs/less money per person (1)</p> <p>Ages of household members/dependants (1) – depending on the age of the household members will depend on how much money is spent on what e.g. childcare (1)</p> <p>Household income/ disposable income (1) – the more money available the less tightly it needs to be controlled (1)</p> <p>Health of household members (1) – if there are specific health issues then money many need to be spent on these (1)</p> <p>Gender of household members (1) – Money maybe spend in different ways, on different things dependant on gender (1)</p> <p>Education and upbringing of household members (1) – how money is managed, e.g. saving, will depend on how educated to manage money (1)</p> <p>Hobbies and interests of household (1) – expensive hobbies or interests may mean less money to spend on essentials (1)</p> <p>Geographical location of household (1) – more money may need to be spent on travel if house is situated away from amenities (1) Living costs higher in some parts of the country (1)</p> <p>Nature and size of house (1) – old or large house will need more money spent on it (1)</p>	2x2	1 mark for factor, 1 mark for explanation

Question			Answer/Indicative content	Mark	Guidance
			<p>Skills of household members (1) if someone in the household has skills they can use rather than buying in the skill they can do this and save money e.g. if someone is good at DIY then won't have to spend money on specialists (1)</p> <p>Occupation (1) this will affect amount of money and how it's spent</p>		
1	(c)	(i)	<p>Conciliation</p> <ul style="list-style-type: none"> - Enables parties to settle differences themselves (1) making it free and informal (1) - Not legally binding (1) so if not happy with result can take it further (1) - Involves trade association (1) to help resolve dispute and agree a compromise (1) 	2	Accept combination of answers for 2 marks as long as it leads on
1	(c)	(ii)	<p>Arbitration</p> <ul style="list-style-type: none"> - Independent arbitrator used (1) so someone who isn't involved considers the evidence and makes a decision (1) - Arbitrator expert in particular field (1) so should make correct decision (1) - All done through written evidence (1) so don't have to stand in court and give evidence (1) - Decision is final and legally binding (1) so case will be resolved (1) 	2	Accept combination of answers for 2 marks as long as it leads on
1	(c)	(iii)	<p>CE mark</p> <ul style="list-style-type: none"> • Makes trade easier between EU countries (1) so consumer can obtain cheaper products/ more accessibility to products (1) • Shows the product conforms to minimum legal requirements for health and safety (1) so consumer knows the product is safe (1) • Shows it meets European law (1) consumer knows it is of a certain standard (1) 	2x4	

Question			Answer/Indicative content	Mark	Guidance
			<p>Kite mark</p> <ul style="list-style-type: none"> Shows product has passed stringent tests/ meets British Standard (1) so consumer knows it is of high quality/ performance up to a high standard (1) Guarantees product has been tested for performance and safety, flammability and strength (1) so consumer knows it is safe (1) Tested independently by British Standard Institute (BSI) (1) consumer knows it has been thoroughly tested to British standards (1) <p>BEAB label</p> <ul style="list-style-type: none"> Guarantee of electrical safety (1) so consumer has peace of mind (1) Shows product has passed standard electrical tests (1) so ensures customer won't be exposed to hazards e.g. shocks, burns or mechanical injury (1) <p>EU Energy label</p> <ul style="list-style-type: none"> Informs of energy efficiency of many electrical items e.g. washing machines, dishwashers & fridges (1) so consumer will have an idea about energy consumption (1) Clear labelling A (dark green) to G (red) (1) easy for consumer to compare energy efficiency of appliances (1) Also informs about noise level and water usage (1) so consumer is aware of other environmental benefits (1) 		Answer must relate to electrical safety
1	(c)	(iv)	<ul style="list-style-type: none"> Middle price items at eye level so eye is attracted to these rather than the cheaper items Items for children at lower level Linked items near each other e.g. pasta and sauce, so you pick up both of them Special offers at end of aisles so they are noticed 	6	<p>Level 3 (5-6 marks)</p> <p>The candidate is able to clearly explain how a supermarket's layout encourages customers to impulse buy. The explanation will be detailed and will be developed and supported by the use of subject specific terminology.</p>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Items situated at checkout so you are encouraged to buy them while waiting in the queue • Bread towards back of store so if popping in have to pass everything else • Essential items in different areas so have to move around the store • Fresh fruit and vegetables at entrance so looks healthy and appetising • Seasonal items located together e.g. Christmas, BBQ & picnic items, so you tend to buy more of them even if you haven't thought about them previously • Non-food items situated in between food items so you notice them • Items near entrance appear to be bargains so you buy them as you enter the shop • Taste testers at end of isles or near products to encourage buying • Rearrangement of supermarket layout so people have to move round to look for items 		<p>Level 2 (3-4 marks) The candidate is able to satisfactorily explain how a supermarket's layout encourages customers to impulse buy. The explanation will show understanding. The explanation may not be fully developed and may lack subject specific terminology.</p> <p>Level 1 (1-2 marks) The candidate is able to give limited explanation of how a supermarket's layout encourages customers to impulse buy. Explanation will show very limited understanding.</p> <p>0 = No response worthy of credit</p>
			Total 25 marks

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Answers may include:</p> <p>Technological</p> <ul style="list-style-type: none"> • Increase and development of domestic kitchen equipment e.g. fridges, freezers, microwave ovens • Development of food packaging e.g. to extend shelf life, MAP or plastics that withstand high temperatures in oven or microwave • Development in production of food products e.g. mycoprotein, spreadable fats • Development in food production e.g. fish farming to increase availability of salmon • Increase and development of IT (mobile devices and internet) means wider availability of specialist ingredients and access to fast food and wider range of food outlets • Improvement in transport means wider availability of foods from all over the world <p>Economic</p> <ul style="list-style-type: none"> • Advertising and marketing strategies – instore, TV & internet, use of celebrity endorsement • Government policies & trade agreements means easier trading with other countries so wider availability of foods from other countries • Cost of food – if cost of food in relation to income is low then have wider choice of food • Wealth - higher income means wider choice of food, value ranges to meet lower incomes • Cost of living – if this increases possibly less money to spend on food 	10	For level 3 candidates must have discussed both technological and economic factors	<p>Level 3 (8-10 marks) The candidate is able to describe fully the technological and economic factors that affect patterns of eating and food choice. 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>Level 2 (5-7 marks) The candidate is able to give some description of the technological and economic factors that affect patterns of eating and food choice. Some information will be relevant, with some subject specific terminology although some ideas may not be fully developed. There may be some errors in spelling, punctuation and grammar.</p> <p>Level 1 (1-4 marks) The candidate is able to give basic description of the technological and economic factors that affect patterns of eating and food choice.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
					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. 0= no response worthy of credit
2	(b)	<p>Answers may include:</p> <ul style="list-style-type: none"> • Ready to make – raw ingredients e.g. chicken breast, vegetables, flour, eggs, butter - if they want to cook from scratch • Pre prepared meal components e.g. beef burgers, fish fingers, - to save time and help with simplifying meal preparation • Part prepared light meals e.g. tinned soup, baked beans. • Ready to heat e.g. ready meal, pizza. • Ready to eat e.g. sandwiches, wraps – makes provision of meals easy especially if there is limited mobility/ dexterity • Foods with increased shelf life e.g. frozen, tinned, MAP foods – means the elderly couple can buy in bulk to reduce number of times having to shop, can still provide good nutrition • Supermarket own brands e.g. value ranges & premium ranges – helps economise if on a limited income • Indulgence foods e.g. hand finished products – for a special treat! • Vegetarian and meat alternatives e.g. Quorn, Linda McCartney – pre prepared for those following a vegetarian diet • Allergy free products e.g. wheat free, dairy free – suitable for elderly who may have an allergy • Functional foods e.g. do something more than expect. 	15		<p>Level 4 (13-15 marks) The candidate is able to fully discuss the choice of foods available to households inside the home. 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>Level 3 (9-12 marks) The candidate is able to discuss in some detail the choice of foods available to households inside the home. There will be evidence of subject specific terminology. The information will be expressed clearly although some ideas may not be fully developed. There may be occasional errors in spelling, punctuation and grammar.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<p>Often beneficial to health e.g. Benecol spread that reduces cholesterol – this may be something that elderly are needing to focus on to ensure they maximise their health</p> <ul style="list-style-type: none"> • Organic foods – grown without the use of artificial chemicals or hormones e.g. vegetables, meat – for those with a concern for the environment • Snack foods – developed for eating on the go e.g. cereal bars – convenient for the elderly and may be of use if have a small appetite • Healthy food ranges - reduced sugar, fat or salt products e.g. baked beans - to help elderly maintain a well-balanced diet and reduce risk of diet related diseases • Ethical food products e.g. Fairtrade – producers in developing world get fair price for their products e.g. chocolate, Foods produced with concern for animal welfare e.g. free range, freedom foods, Locally produced foods - for the elderly with a concern for those producing food/ the environment • Single/ small portions e.g. half loaves of bread • Home grown foods- many elderly have own gardens and have time to grow their own – may be frozen and then used as required. etc. 			<p>Level 2 (5-8 marks) The candidate gives some discussion, which may lack detail, as to the choice of foods available to households inside the home. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some errors in spelling, punctuation and grammar.</p> <p>Level 1 (1-4 marks) The candidate is able to give basic discussion as to the choice of foods available to households inside the home. 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>0=no response worthy of credit</p>
3	(a)	<p>Answers may include:</p> <ul style="list-style-type: none"> • Cash – generally acceptable everywhere, no interest charges, easy to keep track of what spending • Cheque – although being phased out maybe used for goods or services e.g. rent • Apple pay - Apple Pay is simple to use and works with apple devices. Linked to debit or credit card. • Debit card – linked to bank account, money is taken directly out of account electronically if funds are available 	10		<p>Level 3 (8-10 marks) The candidate is able to describe fully the methods of payment available to a student for goods and services. 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.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • Credit card – used to spread spending over a period of weeks. Monthly statement which can incur interest if not paid off in full • Store or charge card – linked to chain stores to spread spending over a period of weeks. Monthly statement which can incur high interest if not paid off in full • Hire Purchase agreements – goods purchased in advance of having funds available. Monthly payments made and maybe applied. Goods don't belong to purchaser until final payment made. • Bank overdraft – usually interest-free whilst still a student. Useful to cover emergency expenditure • Direct debit – set up through bank to make regular payments e.g. mobile phone bill. Amount may change dependant on expenditure • Standing order – set up through bank to make regular payments e.g. rent. Amount is fixed can't be changed by the payee • Paypal – safe way of paying on line without having to give bank details • Prepaid/ gift cards – good safe way to pay as cash loaded on to them and spent anywhere credit or debit cards accepted • Coupon/vouchers – would help to contribute towards payments 			<p>There will be few if any errors of grammar, punctuation and spelling.</p> <p>Level 2 (5-7 marks) The candidate is able to describe in some detail the methods of payment available to a student for goods and services. Some information will be relevant, with some subject specific terminology although some ideas may not be fully developed. There may be some errors in spelling, punctuation and grammar.</p> <p>Level 1 (1-4 marks) The candidate is able to describe briefly the methods of payment available to a student for goods and services. 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>0= no response worthy of credit</p>
3	(b)	<p>Answers may include:</p> <ul style="list-style-type: none"> • Identify sources of income and essential expenditure • Set up a spread sheet to monitor income and expenditure • Set a realistic budget for spending and try and stick to it • Use on line banking to monitor income and expenditure • Take out cash for the week and use that rather than debit card 	15		<p>Level 4 (13-15 marks) The candidate is able to fully discuss how a student can effectively manage their finances to minimise debt. Ideas will be expressed clearly and fluently in a well-structured manner and will be supported, where appropriate, with examples.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • Any leftover cash transfer to a savings account • Set up direct debits or standing orders to pay regularly occurring bills • Apply for any relevant bursaries available linked to course • Get a part time job • Open student bank account to take advantage of special offers e.g. free rail cards, interest-free overdraft • Try to avoid loans but if needs be shop around to get best interest rates or take advantage of interest free deals • Plan food shopping carefully – write a list • Shop on line to avoid impulse buying, easier to compare products • Use loyalty cards, special offers, student discounts, student nights • Invest in NUS card, Student rail card, annual bus pass or rail card, if they will be used regularly • Buy from markets, charity shops, second hand book stalls, • Set up kitty and shop for essentials with house mates to take advantage of bulk economy • Shop weekly • Use low cost supermarkets e.g. Aldi/Lidl • Avoid buying most expensive options e.g. branded foods/ designer clothes • Raise funds by selling unwanted items on eBay • Consider carefully the amount to be spent on entertainment & socialising – join clubs which keep expenditure to a minimum • Use online sites e.g. quidco that give cashback if purchase on specific websites through them 			<p>Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p>Level 3 (9-12 marks) The candidate is able to discuss in some detail how a student can effectively manage their finances to minimise debt. There will be evidence of subject specific terminology. The information will be expressed clearly although some ideas may not be fully developed. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2 (5-8 marks) The candidate gives some discussion, which may lack detail, how a student can effectively manage their finances to minimise debt. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some errors in spelling, punctuation and grammar.</p> <p>Level 1 (1-4 marks) The candidate is able to give a basic discussion as to how a student can effectively manage their finances to minimise debt. Information will be</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> If going to use a credit card choose one that offers cashback and ensure keep within an amount can afford to pay back Consider cheapest methods of transport – walk/ cycle Apply energy efficiency to daily living 			<p>poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0=no response worthy of credit</p>
4	(a)	<p>Answers may include:</p> <ul style="list-style-type: none"> Plan a week's menu so they know what they are eating on each day Bulk cook and freeze meals e.g. Bolognese sauce Batch bake to save time and energy Use all members of the family – whoever is home first starts to prepare the evening meal Use labour saving equipment e.g. food processors, microwave ovens, slow cooker Ensure cook to meet everyone's likes and dislikes to save having to prepare more than one meal Accommodate any dietary requirements and allergies e.g. use gluten free ingredients if have a coeliac in the house Have some convenience foods in the house for emergencies. Avoid take away meals on regular basis Use part prepared meal components e.g. readymade pasta sauce to save time Fill freezer with frozen products such as vegetables – quick and easy to use Store cupboard convenience – tinned tomatoes, pulses Ensure keep an eye on use by dates and use up foods that are near to reaching their date to minimise waste Store food correctly to extend shelf life Use left overs to make other meals e.g. leftover meat from a roast dinner to make a pie 	10		<p>Level 3 (8-10 marks) The candidate is able to describe fully how a working family can manage their food resources effectively. 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>Level 2 (5-7 marks) The candidate is able to describe in some detail how a working family can manage their food resources effectively. Some information will be relevant, with some subject specific terminology although some ideas may not be fully developed. There may be some errors in spelling, punctuation and grammar.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> Ensure provide meals that are healthy and follow Eatwell Guide – lots of wholemeal starchy carbohydrates, fruit and vegetables 			<p>Level 1 (1-4 marks) The candidate is able describe briefly how a working family can manage their food resources effectively. 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>0= no response worthy of credit</p>
4	(b)	<p>Answers may include: Blenders, liquidisers & smoothie makers <u>Advantages</u></p> <ul style="list-style-type: none"> Time saving Strong sharp blades to reduce foods to a pulp e.g. baby foods Free standing May fit on a food processor <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> May not be large enough to cope with big batches of food Often have difficult to reach areas when cleaning Limited uses <p>Stick blenders <u>Advantages</u></p> <ul style="list-style-type: none"> Time saving Strong sharp blades to reduce foods to a pulp e.g. baby foods May have attachment to blend small quantities of food e.g. spices Very compact 		Also accept non electrical items as a limited range	<p>Level 4 (13-15 marks) The candidate is able to fully discuss the advantages and disadvantages of a range of equipment used for preparing food. 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>Level 3 (9-12 marks) The candidate is able to discuss in some detail the advantages and disadvantages of a range of equipment used for preparing food. There will be evidence of subject specific terminology. The information will be expressed clearly although some ideas may not be fully</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<p><u>Disadvantages</u></p> <ul style="list-style-type: none"> • May not be large enough to cope with big batches of food • Limited uses • Susceptible to scalding as liquids can overflow if not careful <p>Hand-held Food mixers</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> • Quicker than mixing by hand e.g. creaming a cake mixture, whisking egg whites • Compact and light weight • Often more than one beater type <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> • May not be powerful enough for the task • Have to hold it whilst performing task • Fiddly to wash beaters • Limited functions <p>Table Top Mixers</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> • Large capacity • Don't have to hold it whilst completing task • Powerful to complete the task • Whisk, beat, cream and knead mixtures • Often have additional attachments e.g. liquidiser <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> • Take up a lot of space which may be a problem in small kitchens • Expensive to purchase so need to be able to justify it 			<p>developed. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2 (5-8 marks) The candidate gives some discussion, which may lack detail, as to the advantages and disadvantages of a range of equipment used for preparing food. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some errors in spelling, punctuation and grammar.</p> <p>Level 1 (1-4 marks) The candidate is able to give basic discussion as to the advantages and disadvantages of a range of equipment used for preparing food. 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>0=no response worthy of credit</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<p>Bread Makers (related to preparing mixtures)</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> • Saves time as mixes and kneads the dough • Can prepare cake and jam as well as bread doughs <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> • Bulky to store • Small capacity <p>Microwave (related to defrosting ingredients)</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> • Quickly defrosts so no preplanning of meals <p><u>Disadvantage</u></p> <ul style="list-style-type: none"> • May over or under defrost <p>Food processors</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> • Quickly chops, slices, grates ingredients • Variety of blades and attachments to perform other tasks e.g. whisk egg whites • Powerful with sharp blade • Various sizes <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> • Easy to over process foods • Not easy to slice consistently • Maybe fiddly to wash • Storage maybe an issue <p>Spiralisers</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> • Quick and efficient way to prepare vegetables to make them more exciting especially for those following low carbohydrate diets as replicates noodles or spaghetti • Different shapes can be achieved 			

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<p><u>Disadvantages</u></p> <ul style="list-style-type: none"> Limited usage Fiddly to clean Bulky to store <p>Juicers</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> Quick and efficient way to squeeze fruit into juice <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> Limited usage Fiddly to clean Bulky to store <p>Ice cream maker</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> Does the whole process for you so don't have to keep going and stirring it Freezes ice cream much quicker than a domestic freezer <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> Limited to how much can be made at one time Bulky to store Have to remember to have frozen the container before wanting to use it <p>Electric can opener</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> Completes the task quickly and without effort Especially good for those with dexterity problems <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> Maybe difficult to master how to use it 			

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