

Home Economics (Food, Nutrition and Health)

Advanced Subsidiary GCE

Unit **G002:** Resource Management

Mark Scheme for January 2013

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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.

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Subject-specific Marking Instructions

Marking crossed out and duplicated answers

OCR currently provides examiners with 'rules' for marking crossed out answers.

Duplicated answers refer to two (or more) alternative responses to the same question, or responses to more optional questions than required within the paper rubric.

The rules are as follows:

Crossed out answers

- where a candidate crosses out an answer and provides an alternative response the crossed out response is not marked and gains no marks
- where a candidate crosses out an answer to a whole question, but makes no second attempt and the inclusion of the answer would not cause a rubric infringement, the assessor should attempt to mark the crossed out response and award marks

Duplicated answers:

- normally all responses are marked and the highest mark given
- where alternate answers are provided to a multiple choice question, no mark should be awarded (for example: following a request to tick one box, the candidate ticks two or more boxes)
- where the candidate provides contradictory responses, no mark should be awarded (for example: the candidate writes a statement such as 'water freezes at 0oC this means it is a liquid at -10oC'). The candidate, here, does not seem to understand the context of the 'question' where the candidate has adopted a 'scattergun' approach by providing multiple answers to a single response question, no mark should be

Question		Answer	Marks	Guidance
1	(a) (i)	Finding information about goods and services.	1	Finding information – do not credit
	(ii)	80%	1	Accept 80
	(iii)	Selling goods and services	1	
	(b)	eg <ul style="list-style-type: none"> • Online/internet banking (1) – to keep track of spending/saving time/more convenient/quicker than going to the bank/ check bank account and balance/transfer money (1) • Paying for utility bills (1) – to get discount/not have to post (1) • Using comparison sites (1) – to get the best deals on goods and services (1) • Online grocery shopping (1) – avoids impulse buying (1). • Advisory websites eg CAB (1) – to get advice on managing finances 	2	
	(c)	<ul style="list-style-type: none"> • Can prepare a wide variety of foods (1) such as vegetables, breadcrumbs, soups (1) • Can perform a wide variety of tasks (1) such as chopping, grating (1) • Saves time (1) when preparing large quantities of food (1). • Saves human energy (1) such as kneading (1) • Quality (1) eg consistent results eg puree • Saving money (1) eg on buying pre-prepared veg(1) • Encourages healthy eating (1) eg by preparing veg for soups and fruit for smoothies (1) 	4	

Question		Answer	Marks	Guidance
	(d)	<ul style="list-style-type: none"> • May offer local produce (1) therefore supporting local food producers/reducing food miles (1) • Staff may be more knowledgeable (1) so can obtain advice (1) • May stock very specialist products (1) not available at a supermarket (1). • May offer food of a higher quality(1)eg cuts of meat • Trust the source of the product (1) know where it has come from (1) • Wider selection of specialist products (1) eg range of gluten free (1) • Usually situated in town centres (1) so accessible/ can visit a variety in one trip (1) 	4	
	(e)	<ul style="list-style-type: none"> • Can produce a meal all in one go • Saves on washing up • Retains nutrients • Healthier method of cooking eg no fat used • Saves on fuel 	4	
	(f)	<ul style="list-style-type: none"> • Fit for purpose • As described • Of satisfactory quality for the price • If product does not comply with the above, then a repair, replacement or refund should be offered. • Does apply to second hand goods • Protected from inferior quality goods • Ensures that the goods sold are for the purpose claimed or shown on the packaging. 	8	<p>Level 3 7–8 The candidate is able to demonstrate clear knowledge of the sale and supply of goods act. The description will be detailed and will be developed and supported, by the use of subject specific examples from the sale and supply of goods act. Ideas will be expressed clearly and fluently. There will be few if any errors of grammar, punctuation and spelling.</p> <p>Level 2 4–6 The candidate is able to demonstrate knowledge the sale and supply of goods act. The description will show understanding. The description may not be fully developed and may lack examples from the sale and supply of goods act. Ideas will be expressed clearly and fluently. There may be occasional errors of grammar, punctuation and spelling.</p>

Question		Answer	Marks	Guidance
				<p>Level 1 0–3 The candidate is able to demonstrate superficial knowledge of the sale and supply of goods act. The description will show very limited understanding. The information may be poorly expressed and errors of grammar, punctuation and spelling will be intrusive.</p> <p>0 = no response worthy of credit</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Answers may include:</p> <ul style="list-style-type: none"> • Main bacteria responsible is <i>Staphylococcus aureus</i> which is found on human skin, throat etc • Many examples of poor food hygiene result in cross contamination of bacteria in some way • Preparing food when you are ill/have recently been ill, especially vomiting, diarrhoea • Coughing/sneezing over food. • Not wearing appropriate clothing eg aprons, boots • Hair tied back/ use hair nets /snood or hair may drop in food • Handling food unnecessarily • Not covering cuts with a blue waterproof plaster • Not washing hands before touching food/after going to the toilet/touching rubbish bins • Not wearing nail varnish/jewellery • Wear gloves • Licking utensils and putting them back into the food • Smoking when preparing food • Not being trained in food hygiene. 	10	<p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p>	<p>Level 4 (9–10 marks) The candidate gives a detailed explanation of how poor personal hygiene in people working in the food industry can be responsible for the transmission of food poisoning bacteria. Response clearly links poor practice to transmission. A wide range of practices are identified. 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 (6–8 marks) The candidate gives some good explanations of how poor personal hygiene in people working in the food industry can be responsible for the transmission of food poisoning bacteria. There are some links between poor practice and the transmission. At least two poor practices are identified. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
				<p>Level 2 (3–5 marks) The candidate gives some explanations of how poor personal hygiene in people working in the food industry can be responsible for the transmission of food poisoning bacteria. Links between poor practice and transmission are limited. At least two poor practices are identified. 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 (1–2 marks) The candidate shows superficial knowledge of how poor personal hygiene in people working in the food industry can be responsible for the transmission of food poisoning bacteria. Description of poor practice that does not link to transmission. 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. Little technical vocabulary.</p> <p>0 = no response worthy of credit</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Answers may include:</p> <ul style="list-style-type: none"> • EHO's work for Local Authorities and visit all food premises in their area • May visit as a result of a complaint/reported case of food poisoning/food contamination • The EHO will discuss the nature of the food premises business and identify associated hazards and risks • The EHO may collect samples of suspect foods or testing and analysis; work surfaces and equipment may be swabbed • Food safety management systems and plans will be inspected eg HACCP • Check deliveries are at the correct temperature • Check temperatures in fridges, freezers, hot holding, • Check storage in fridges and ambient areas • Check use by / best before dates on food • Check for evidence of pests/ contract with pest controller • Check that staff have received appropriate hygiene training • A formal inspection letter may be produced outlining areas and issues that need to be addressed at the food premises 	15	<p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p> <p>Level 4 (13–15 marks) The candidate describes the wide range of activities undertaken by the EHO with explicit descriptions of how this ensures food safety. 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 describes range of activities with links of how this ensures food safety. 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 describes a range of activities carried out by the EHO with some indication of how this ensures food safety. 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>	

Question		Answer	Marks	Guidance	
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		<ul style="list-style-type: none"> • The EHO may revisit to check compliance • An EHO can serve a Hygiene Improvement Notice. Failure to comply can lead to a fine or imprisonment • A Hygiene Emergency Prohibition Notice can be served if the EHO believes that there is a significant risk to health of the public • The EHO can inspect and seize foods suspected of not meeting food safety regulations. It may be a whole batch, lot or consignment of food. The food may go through microbiological testing • The EHO may use powers under the Food Safety Act 1990 to prosecute food premises/owners who are found to be breaking its safety clauses. This may result in fines, closure of the business and/or a prison sentence • EHO's also help to develop and coordinate policies related to food safety in addition to enforcement. 		<p>Level 1 (1–4 marks) The candidate describes one or two practices carried out by the EHO with few links of how this ensures food safety. 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>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>Answers may include:</p> <p><i>Greater availability of food products.</i></p> <ul style="list-style-type: none"> • ICT networks link retailers to suppliers and manufacturers • Quick reactions to changes in demand for products. <p><i>Electronic point of sale (EPOS).</i></p> <ul style="list-style-type: none"> • Provides instant information to the retailer regarding updating of stock levels and can reorder if necessary. <p><i>B2B e-commerce (business to business exchange of services, information or products).</i></p> <ul style="list-style-type: none"> • Food manufacturers and retailers have access to global sources of food products. <p><i>Online grocery shopping.</i></p> <ul style="list-style-type: none"> • Use of online shopping has been aided by growth of broadband services across the UK • More convenient for consumers as can have shopping delivered at a suitable time for the customer. 	10	<p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p>	<p>Level 4 (9–10 marks) The candidate explains in detail the technological advances in the distribution of food. Response includes a wide range of advances that are clearly linked to distribution. 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 (6–8 marks) The candidate gives some good explanations of the technological advances in the distribution of food. Range of advances mostly linked to distribution. 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 (3–5 marks) The candidate gives some explanations of the technological advances in the distribution of food. At least two advances with limited links to distribution. Some information will be relevant, with some subject</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><i>Improvements in food safety.</i></p> <ul style="list-style-type: none"> • New ICT systems increase the traceability of foods • Monitoring of temperatures of food products throughout production and distribution is now widespread • Electronic food storage monitoring is used to record temperature data and alert retailers and manufacturers to any problems. <p><i>Faster and efficient methods of transport.</i></p> <ul style="list-style-type: none"> • Has led to an increased consumer choice especially regarding perishable foods. 			<p>specific terminology although not always used appropriately. There may be some errors in spelling punctuation and grammar</p> <p>Level 1 (1–2 marks) The candidate shows superficial knowledge the technological advances in the distribution and retailing of food. One or two advances described/listed but little reference to distribution. 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	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Answers may include:</p> <ul style="list-style-type: none"> • Special offers eg buy one get one free/price reductions/multibuy savings etc • Free magazines • Demonstrations of products in store with free tasters and money off coupons • Price comparisons with other supermarkets • Collecting vouchers for schools for IT or sports equipment • Money off petrol • Loyalty cards – customer collects points which can be converted into money saving vouchers and coupons. They can receive offers, competitions, and extra point incentives • Store card to spread payment/ gain vouchers/ be invited to special events • Vouchers can be used to purchase goods and services from other participating organisations and can be used to target selected audiences based on spending patterns • 'One stop shop' with post office, pharmacy/range of franchises etc makes shopping more convenient. 	15	<p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p> <p>Level 4 (13–15 marks) The candidate describes a wide range of marketing activities with clear links between activity and how it attracts and secures loyalty. 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 describes a range of activities with some links to how this attracts and secures loyalty. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 (5–8 marks) The candidate describes one or two activities but may only identify how it attracts <u>or</u> secures loyalty, which may lack detail. 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>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
				Level 1 (1–4 marks) The candidate describes one or two activities with limited reference to how customer loyalty is attracted <u>or</u> secured. 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	

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(a)	<p>Describe the cultural factors that affect choice of food.</p> <ul style="list-style-type: none"> • In many different cultures food and drink are associated with hospitality • Food can be used to celebrate events in an individual's life, such as a birth or a marriage • The Christian festivals of Christmas and Easter have food associations • Retailers seize on cultural occasions producing food products for the consumer eg A range of Christmas puddings in December • Other cultural groups celebrate festivals with specific meals/ foods • Some cultural groups have guidelines regarding acceptable foods, food combinations, eating patterns, and eating behaviours. • Migration has ensured people bring their food tastes and style of cooking into the community • The arrival of Polish workers in the UK has swelled the market for Polish food. Specialist Polish delicatessens and supermarket chains are now offering Polish products • Travel abroad increased knowledge of a range of food from different cultures. 	10	<p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p> <p>Accept vegetarianism if qualified eg Buddhism</p>	<p>Level 4 (9–10 Marks) The candidate describes a wide range of cultural factors that affect choice of 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 (6–8 marks) The candidate gives a range descriptions of the cultural factors that affect choice of food. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–5 marks) The candidate may focus on only one or two cultural factors <u>or</u> one factor in detail eg range of religions. 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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
					<p>Level 1 (1–2 marks) The candidate identifies cultural factors with limited links to the affect of choice of 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>
	(b)	<p>Answers may include:</p> <ul style="list-style-type: none"> • Number of people in the household • Ages of the people in the household: Very young or old need more time and energy to look after them. Also dependent members cost more and contribute little financially • Lots of working people in a household contribute more financially but may not have the time or energy to manage household chores • Income • Health: Ill or disabled household members may require more time money and energy and may not be able to contribute much to managing the household • Gender: Perceived gender roles may affect how household tasks are allocated eg men may prefer to do DIY etc 	15	<p>If communication is clear this will help inform the level.</p> <p>Credit will be given for all valid points.</p> <p>Credit can be given for both human and fuel energy management provided these are distinct points.</p> <p>Use of ICT to manage resources can be considered a skill eg shopping online to save time/ impulse buying/transport costs and human energy.</p>	<p>Level 4 (13–15 marks) The candidate explains a wide range of factors with a clear link with management of resources. 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 explains a range of factors with some links between factors and management of resources. 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	Marks	Guidance	
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		<ul style="list-style-type: none"> Skills and talents: Households should make use of particular skills eg cooking, DIY etc to make best use of time and money Geographical location. A rural location may mean more time and money is spent on travel Households in the North may spend more on fuel bills, household in the South may have a higher cost of living The nature, design and size of the house determines the time and energy required to keep it clean and well maintained, as well as heating costs eg insulation methods Quantity of house contents, surfaces and furnishings can also affect time taken to clean and maintain the house Labour saving appliances can save time and energy Leisure activities can have time, money and energy implications Help available: help from friends, family etc can save time and energy. Domestic help can be paid for (eg cleaners) if finances allow Working hours and nature of work done will affect how cash rich or time poor a household is. 		<p>Level 2 (5–8 marks) The candidate explains one or two factors with limited links between factors and management of resources. 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 explains one or two factors with no clear link to resource management. 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>	

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