



GCE

Home Economics (Food, Nutrition and Health)

Unit **G002**: Resource Management

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
BP	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
BOD	Benefit of doubt
Λ	Caret sign to show omission
NAQ	Not answered question
REP	Repeat
SEEN	Noted but no credit given
✓	Tick
✗	Cross
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
VG	Vague

Question		Answer	Mark	Guidance
1	(a) (i)	£1.10	1	Accept 1.10, -1.10
	(ii)	20	1	
	(iii)	<p>One mark for correct answer. ONE required</p> <ul style="list-style-type: none"> • Money off fuel • Money off next/same shop if comparison to another retailer is more expensive • Special offer price • Vouchers/coupons for money off items • Meal deals • Own brand products • Buy one get one free <p>Credit will be given for all valid points</p>	1	Must relate to saving money.
1	(b)	<p>Ensures products are fit for purpose (1) – ensures that the product is fit for any specific or particular purpose. If the goods do not comply they must be repaired, replaced or the money refunded (1)</p> <p>Ensures goods are as described (1) – ensures goods are clearly and accurately described. If the goods aren't then the consumer has the right to return them (1)</p> <p>Ensures goods are of satisfactory quality (1) – meaning the goods should reach the standards that a consumer would expect taking into account the description, price and other relevant information. Must also be free from faults (1)</p>	3x2	<p>TWO marks available for each answer describing how consumers are protected. THREE required. ONE MARK for a statement only and no description.</p> <p>Credit will be given if state a piece of appropriate legislation.</p> <p>Credit will be given for giving an example.</p> <p>Credit not given if repetition of points or explanation.</p>
1	(c) (i)	Listeria – soft cheese, pate, cook chill foods, ready meals, unpasteurised dairy, pre packed sandwiches, cooked sliced meat, smoked fish, butter, unwashed salad, raw vegetables, pre-packaged salad leaves.	1x2	One mark available for each correctly named source.
1	(c) (ii)	E Coli – raw meat, raw poultry, untreated milk, dirty water, unpasteurised dairy products, dirty vegetables (soil), untreated fruit juice, undercooked meat.	1x2	One mark available for each correctly named source.
1	(c) (iii)	• More cases reported/ people more aware of food	2x1	ONE mark available each clear reason given. TWO required.

Question		Answer	Mark	Guidance
		<p>poisoning/ improved systems to report cases</p> <ul style="list-style-type: none"> • Changes in shopping habits • Increased consumption of cook chill foods • More barbequing • More eating outside the home • More foreign travel • Lack of knowledge in food safety • Globalisation of the food markets • Advances in science so more readily detected / more strains discovered • Increased ownership of freezers and microwaves – poor use/ knowledge to use safely • One stop shopping – poor food transporting/ poor storage at home as kept for longer before consumption <p>Credit will be given for all valid points</p>		<p>Accept an example that suggests a lack of knowledge/ education.</p>
1	(c)	(iv)	<ul style="list-style-type: none"> • Carry out routine checks/ regular inspections • Look at ways a business operates and help identify potential hazards • Give feedback when inspecting on how food premises can improve food hygiene and safety • Highlight legislation and good practice • Discuss problems and advise on solutions • Complete an inspection report identifying areas for improvement • Enforce action by offering verbal advice or an informal or formal letter of improvement • Spot visits to check and inspect without announcement • Serves hygiene improvement notices where have grounds for believing a food business is failing to comply with food hygiene regulations • Serves hygiene emergency prohibition notice if they believe there is significant risk to health or injury due to condition of equipment, the handling process or 	<p>2x2</p> <p>TWO marks available for each answer explaining the role of the EHO. TWO required.</p> <p>Credit will be given for an example of a check carried out.</p> <p>ONE mark for a statement only and no description</p>

Question		Answer	Mark	Guidance
		the condition of the premises Credit will be given for all valid points		
1	(c)	(v)	<ul style="list-style-type: none"> • Operate between 0°C and 8°C, ideally 5°C. • Store perishable and high risk foods in fridge with short shelf life • Use fridge thermometer to check temperature regularly • Keep fridge clean • Do not place hot food in the fridge as it will raise the fridge temperature • Keep raw and ready to eat foods separately • Store raw meat, poultry and fish wrapped and near bottom of fridge to prevent cross contamination by dripping • Protect salad vegetables from crushing and dripping by storing in salad draw or lidded container • Do not over load the fridge – cooling air needs to circulate to maintain temperature • Cheese and dairy at top, cooked meats next shelf down, then covered raw meat, poultry and fish on bottom shelf and salad in drawers. • Wrap/ cover all foods to avoid cross contamination • Transfer foods from cans to suitable container once opened • Always store cooked foods above raw meat • Stock rotation/ check use by dates 	<p>6</p> <p>Level 3 (5-6 marks) The candidate is able to clearly explain how food should be stored safely in the fridge. The explanation will be detailed and will be developed and supported by the use of subject specific terminology.</p> <p>Level 2 (3-4 marks) The candidate is able to satisfactorily explain how food should be stored safely in the fridge. 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 food should be stored safely in the fridge. Explanation will show very limited understanding.</p> <p>0 = No response worthy of credit</p>
				Total 25 marks

MARK SCHEME:

Question		Answer	Mark	Guidance
2	(a)	<ul style="list-style-type: none"> • If in poor condition will need to spend more time maintaining it. • Larger houses will need more time to clean whereas smaller houses are quicker to clean so less time used. • Poor layout or cluttered house takes more time and to clean • Modern surfaces and equipment easier to maintain so save time. • State of lighting – easier to find things if well lit so quicker to do, saving time • Older houses sometimes have more storage space meaning less time sorting out clutter • Larger garden usually in older bigger houses therefore more time spent maintaining it • Technological fixtures and fittings can save time having to control lighting, heating and ventilation • Modern labour saving appliances will help save time with food preparation and cooking & household chores • Number of people in household • Ages of the members of the household • Health of the household • Gender of the household • Skills and talents of household • Working hours/ leisure activities of household • Geographical location of home • Level of income – money available to pay for services and labour saving equipment <p>NB: Responses must only link to a house and time</p>	10	<p>Level 3 (8-10 marks) The candidate is able to explain fully the factors that affect how time is managed in 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 2 (5-7 marks) The candidate is able to give some explanation of the factors that affect how time is managed in the home. 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 explanations of the factors that affect how time is managed in 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>

Question		Answer	Mark	Guidance
2	(b)	<p>Energy management includes personal human energy as well as fuel and heat energy.</p> <p><u>Human energy management includes:</u></p> <ul style="list-style-type: none"> • Correspond by email – letters, phone calls and banking – saves postage, telephone costs and petrol & personal energy to get there • On line banking • Use comparison sites so don't need to spend energy shopping around • Shop on line – don't have to travel to shop, comfort of own home, less impulse buying • Use labour saving devices e.g. food processor – maybe expensive to buy but will save personal energy as quicker to complete tasks • Timers on household appliances – can set programmes so can operate whilst doing other activities – expensive to buy but can save fuel energy as well as can set to come on at night when cheaper to run • Get family members to share chores – will save personal energy for individual and save having to pay for cleaner if time short • Batch bake and freeze will save personal energy as only cooking once and money as bulk buy and use same amount of fuel. • Technological fixtures and fittings save human energy as well as fuel energy. • Easy to clean equipment – Teflon coatings, items suitable for dishwasher • Use microwave - less washing up – use cooking dish as serving dish so saves energy • Use toaster – more energy efficient than grill and no need to wash up 	15	<p>To achieve level 4 must have discussed human and fuel/heat energy</p> <p>Level 4 (13-15 marks)</p> <p>The candidate is able to fully discuss the efficient management of energy resources in 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)</p> <p>The candidate is able to discuss in some detail the efficient management of energy resources in 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> <p>Level 2 (5-8 marks)</p> <p>The candidate gives some discussion, which may lack detail, to the efficient management of energy resources in 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)</p> <p>The candidate is able to give basic discussion to the efficient management of energy resources in 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>

Question		Answer	Mark	Guidance
		<p><u>Fuel energy management include:</u></p> <ul style="list-style-type: none"> • Thermostats – turn down to save money • Use of microwave – less energy used • Use of dishwashers and washing machines save personal and fuel energy if used effectively e.g. only run when full • Kettles with automatic cut off when water boils – save fuel • Only boil water needed, use correct size saucepan and burner/ring on hob • Solar panels – save money in long term although expensive to install • Steamers – less energy used • Slow cookers low energy usage and less personal energy • Apps on phone to adjust heating & lighting • Well insulated house means efficient management of energy e.g. loft insulation, cavity wall insulation, double glazing, hot water tank lagged • Effective management of central heating – use of timers and thermostats • Energy saving light bulb/ switch off lights or appliances when not in use • Energy efficient equipment/ use 30°C on washing machine • Shower not bath if mention saving heating hot water • Put extra layer on rather than turn up heating • Consider layout of furniture so heat distributes efficiently • Dry washing on washing line rather than in tumble dryer 		0=no response worthy of credit
3	(a)	<p>Answers may include:</p> <ul style="list-style-type: none"> • Identify how much money for food and plan meals for week 	10	<p>Level 3 (8-10 marks)</p> <p>The candidate is able to explain fully how the purchase of food resources can meet the needs of a family with young</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • Write a shopping list • Shop on line • Consider which supermarket use – location to save time and budget supermarket to save money • Take advantage of special offers if going to use them • Bulk buy e.g. large bags of pasta • Purchase own brands to save money • Consider likes and dislikes and buy variety but introduce new foods slowly • Purchase pulses to bulk out meals – cheaper and low in fat • Purchase cheaper cuts of meat which can be cooked slowly to tenderise • Buy tinned or frozen fruit or vegetables to save money • Identify any health or allergy needs and buy foods suitable e.g. free from • Ensure buy to follow Eatwell guide so plenty of fruit and vegetables, low fat options, sugar free, starchy carbohydrates, low salt • Buy foods to meet nutritional needs of young children e.g. calcium rich, fortified products • When purchasing check label for guidance to make informed choices relating to healthy eating/ nutrition • Purchase some part prepared components to save time • Purchase ready meals to have in freezer for emergencies • Purchase small portion snacks or meals • Ensure foods are safe e.g. re-sealable packaging, check use by dates 		<p>children. 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 explain in some detail how the purchase of food resources can meet the needs of a family with young children. 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 explain briefly how the purchase of food resources can meet the needs of a family with young children. 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>Base meals on starchy foods (preferably wholegrain)</p> <ul style="list-style-type: none"> • Add a portion of wholemeal flour to plain when baking • Add pulses to stews, soups and casseroles • Prepare high fibre breakfast products e.g. wholemeal 	15	<p>Level 4 (13-15 marks) The candidate is able to fully discuss how dietary guidelines can be applied when preparing food for a family. Ideas will be expressed clearly and fluently in a well-structured manner and</p>

Question		Answer	Mark	Guidance
		<p>muffins</p> <ul style="list-style-type: none"> • Use wholemeal rice and pasta when preparing meals • Preparing baked potatoes instead of peeling potatoes increases fibre content <p>Eat more fruit & vegetables (5 portions)</p> <ul style="list-style-type: none"> • Prepare large portions to serve with meals • Add to Bolognese, chilli and curries, stir fries • Add fruit to breakfast cereals • Prepare fruit or vegetable based cakes and puddings • Serve smoothies/ orange juice (only once a day) • Prepare a fruit salad for dessert • Prepare salad to eat as a side to a meal e.g. pizza • Prepare fresh soups with plenty of vegetables <p>Eat more fish (2 portions a week, 1 of which should be oily)</p> <ul style="list-style-type: none"> • Prepare sandwich fillings based on fish e.g. tuna mayo and sweetcorn • Add shellfish to stir fry, pasta sauces • Prepare risotto with fish • BBQ sardines or make fish kebabs • Prepare fish soup/chowder or pates/fish cakes <p>Cut down on saturated fat (low saturated fat 3g or less per 100g)</p> <ul style="list-style-type: none"> • Prepare white fish or chicken instead of red meat • Trim off visible fat • Take skin off chicken • Use less red meat in casseroles and more pulses • Use semi skimmed or skimmed milk when preparing sauces • Prepare tomato based pasta sauces rather than cream or cheese based ones • Swap butter for poly unsaturated fats when making cakes and biscuits • Add less or not butter to sandwiches <p>Cut down on sugar (Low sugar is 5g or less per 100g)</p>		<p>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 how dietary guidelines can be applied when preparing food for a family. 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 dietary guidelines can be applied when preparing food for a family. 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 how dietary guidelines can be applied when preparing food for a family. 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> <p>Accept - limit use of convenience foods e.g. ready made sauces but only once</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • Don't add sugar to hot drinks • Serve water with meals rather than sugary drinks • Cut down on amount of sugar in baked goods • When baking use a sugar alternative e.g. Truvia • Make own tomato based sauces as no added sugar <p>Eat less salt (max 6g per day)</p> <ul style="list-style-type: none"> • Don't add salt to meals • Flavour with herbs and spices • Taste before adding salt • Use low sodium salt • Use unsalted butter and spreads • Use low salt options e.g. soy sauce, tomato ketchup <p>Drink plenty of fluids</p> <ul style="list-style-type: none"> • Serve water with each meal • Prepare fruit flavoured water or sugar free squash for family to consume <p>Don't skip breakfast</p> <ul style="list-style-type: none"> • Prepare breakfast products and freeze so ready to defrost in morning • Prepare breakfast the night before • Prepare quick breakfasts <p>Maintain a healthy weight</p> <ul style="list-style-type: none"> • Prepare smaller portion sizes • Use smaller plates <p>Additionally from the Eatwell guide</p> <p>Protein - Variety of proteins included especially vegetable proteins e.g beans and pulses</p> <p>Dairy - Include low fat/ sugar options</p>		
4	(a)	<p>Blenders, liquidisers</p> <ul style="list-style-type: none"> • Dish washable attachments • Various attachments to prepare a variety of products e.g. grater, slicer, chopper • More powerful options available <p>Smoothie makers</p>	10	<p>Credit only given for preparation equipment</p> <p>Level 3 (8-10 marks)</p> <p>The candidate is able to outline fully the technological advances in food preparation equipment that help to improve lifestyle. Ideas will be expressed clearly and fluently in a well-</p>

Question		Answer	Mark	Guidance
		<p>e.g. Nutribullet – smoothie maker with goblet to drink out of so saves time with transferring smoothie and washing up and also encourages increase of vitamins, minerals and fibre consumption</p> <p>Soup makers</p> <ul style="list-style-type: none"> whole process in one piece of equipment <p>Food processors</p> <ul style="list-style-type: none"> Variety of attachments to carry out a various task quickly and effectively e.g. slicers, graters Useful for those that do not have the skill to do so. <p>Mixers</p> <ul style="list-style-type: none"> Variety of attachments to carry out a various task quickly and effectively e.g. dough hook to save kneading bread dough Useful for those that do not have the skill to do so. <p>Bread maker</p> <ul style="list-style-type: none"> Prepares dough without human intervention so saves time. Useful for those without the skill / knowledge to make bread <p>Coffee machines</p> <ul style="list-style-type: none"> Pod machines that produce filter coffee very quickly <p>Spiralizer</p> <ul style="list-style-type: none"> Quick and easy way of producing alternative vegetable shapes to increase consumption of 5 a day <p>Electric can opener</p> <ul style="list-style-type: none"> Makes it easier for elderly or those with poor grip to open tinned products <p>Fruit slicers/ dehydrators</p> <ul style="list-style-type: none"> Aids process of preparation of fruit e.g. apples, mangoes 		<p>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 outline some technological advances in food preparation equipment that help to improve lifestyle. 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 outline a few technological advances in food preparation equipment that help to improve lifestyle. 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>Microwave</p> <ul style="list-style-type: none"> Defrost bulk prepared meals Defrosting meat & poultry 	15	<p>Credit only given for cooking equipment</p> <p>Level 4 (13-15 marks)</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • Cooking fish • Reheat meals if eating at different times • Cook baked potatoes in fraction of time • Cook vegetables to retain water soluble vitamins <p>Cooker</p> <ul style="list-style-type: none"> • Set timer so meal can be cooked and ready for when get home from work • Batch bake in fan assisted oven with even heat distribution <p>Slow cooker</p> <ul style="list-style-type: none"> • Put meal in slow cooker before work and will be ready when come in • Can keep food warm if eat at different times • Can add own preferences and control amount of salt and sugar <p>Steamers</p> <ul style="list-style-type: none"> • Healthy way to cook vegetables as vitamins retained • Can cook whole meal in steamer – fish and vegetables <p>Air fryer</p> <ul style="list-style-type: none"> • Cooks chips, roast potatoes without the use of fat. Set and leave whilst do other activities • Also cooks other things unattended e.g. fish <p>Bread maker</p> <ul style="list-style-type: none"> • Set timer so bread ready in morning • Also use to make cakes and jams • Can add own preferences and control amount of salt and sugar <p>Contact grill</p> <ul style="list-style-type: none"> • Ideal way to healthily cook meats such as steaks, bacon, burgers as drain off fat • Good for cooking toasted sandwiches <p>Soup makers</p> <ul style="list-style-type: none"> • Quick and easy way to prepare soup • Can add own preferences and control amount of salt 		<p>The candidate is able to fully discuss the ways in which a working family could use cooking equipment to provide the family with healthy home cooked meals without relying on ready prepared 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 ways in which a working family could use cooking equipment to provide the family with healthy home cooked meals without relying on ready prepared food. 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, as to the ways in which a working family could use cooking equipment to provide the family with healthy home cooked meals without relying on ready prepared 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 ways in which a working family could use cooking equipment to provide the family with healthy home cooked meals without relying on ready prepared food. Information will be poorly expressed and there will be limited if any use of specialist</p>

Question		Answer	Mark	Guidance
		<p>and sugar</p> <p>Pressure cooker</p> <ul style="list-style-type: none">• Quick cooking method that retains vitamins		<p>terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0=no response worthy of credit</p>

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