



Rewarding Learning

ADVANCED
General Certificate of Education
2014

Home Economics
Assessment Unit A2 1

assessing

Consumer Issues

[AN211]

MONDAY 19 MAY, MORNING

MARK
SCHEME

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

Section A

AVAILABLE
MARKS

- 1 (a) Explain how the consumer is protected by Codes of Practice. (AO1, AO2)

Mark Band ([0]-[3])

Overall impression: basic

- inadequate knowledge and understanding of Codes of Practice
- demonstrates a limited ability to apply this knowledge and understanding to the question
- demonstrates a limited ability to explain how the consumer is protected by Codes of Practice
- quality of written communication is basic

Mark Band ([4]-[7])

Overall impression: reasonable to good

- reasonable to good knowledge and understanding of Codes of Practice
- demonstrates a reasonable to good ability to apply this knowledge and understanding to the question
- demonstrates a reasonable to good ability to explain how the consumer is protected by Codes of Practice
- quality of written communication is reasonable to good

Mark Band ([8]-[10])

Overall impression: very good to highly competent

- clear knowledge and understanding of Codes of Practice
- demonstrates a very good to highly competent ability to apply this knowledge and understanding to the question
- demonstrates a very good to highly competent ability to explain how the consumer is protected by Codes of Practice
- quality of written communication is very good to highly competent

Some examples of suitable points to be explained by the candidate:

- legislation; as part of the codes, a trader is required to meet their obligations under consumer law and other laws, so the codes will offer the consumer the reassurance that the trader is more likely to know the laws and abide by them
- added protection; Codes of Practice are in *addition* to consumer rights, codes offer the consumer specific and worthwhile benefits beyond the law
- they set out the service consumers can expect to receive and a complaints procedure the consumer can follow if they have a problem
- better standards; establishing a code of practice, encourages traders to raise their standards of customer care which can only be beneficial for the consumer
- better businesses; the codes include a logo which can be used by traders and allow consumers to identify trustworthy businesses they can buy from

All other valid points will be given credit

[10]

10

(b) In relation to the Northern Ireland Ombudsman describe the following:

- what the Ombudsman can investigate
- the process for complaining
- how the complaint will be investigated. (AO1, A02)

Mark Band ([0]-[5])

Overall impression: basic

- inadequate knowledge and understanding of the work of the Northern Ireland Ombudsman
- demonstrates a limited ability to apply this knowledge using the headings given in the question
- demonstrates a limited ability to describe the work of the Northern Ireland Ombudsman
- quality of written communication is basic

Mark Band ([6]-[10])

Overall impression: reasonable to good

- reasonable to good knowledge and understanding of the work of the Northern Ireland Ombudsman
- demonstrates a reasonable to good ability to apply this knowledge using the headings given in the question
- demonstrates a reasonable to good ability to describe the work of the Northern Ireland Ombudsman
- quality of written communication is reasonable to good

Mark Band ([11]-[15])

Overall impression: very good to highly competent

- clear knowledge and understanding of the work of the Northern Ireland Ombudsman
- demonstrates a very good to highly competent ability to apply this knowledge using the headings given in the question
- demonstrates a very good to highly competent ability to describe the work of the Northern Ireland Ombudsman
- quality of written communication is very good to highly competent

Some examples of suitable points to be described by the candidate:

- What the Ombudsman can investigate:
 - the Ombudsman can consider complaints from people who claim to have suffered injustice because of maladministration by government or public bodies in NI for example government departments, their agencies and health service providers
 - examples of maladministration include avoidable delay, unfairness, bias or prejudice, misleading advice, mistakes in handling claims
- The process for complaining:
 - the first step is to use the government or public bodies internal complaints procedure
 - a complaint can then be submitted using the online complaints form or by phoning, e-mailing or writing to the office of the NI Ombudsman
 - if the complaint is against a government department or agency the complaint must be sponsored by an MLA

AVAILABLE
MARKS

- How the complaint will be investigated:
 - if the complaint is one that the Ombudsman may be able to investigate, an Investigating Officer will carry out initial enquiries usually involving a summary of the complaint being sent to the organisation concerned, asking for their comments and relevant documentation. If necessary, an Investigating Officer may speak to the organisation and the complainant. Complaints are looked at impartially
 - when the relevant information has been gathered, the Ombudsman will inform the complainant whether or not he proposes to continue with his investigation along with an explanation for that decision
 - when the Ombudsman has concluded his investigation he will issue a report detailing his findings of the investigation to the organisation concerned and the complainant. If the complaint was justified, the Ombudsman can recommend that the body complained about remedies the injustice and improves its procedures so that no-one else suffers in the same way

All other valid points will be given credit

[15]

15

- 2 (a) Outline the arguments that could be used to convince consumers to buy Fairtrade-certified products. (AO1, AO2)

Mark Band ([0]-[3])

Overall impression: basic

- inadequate knowledge and understanding of arguments that could be used to convince consumers to buy Fairtrade-certified products
- demonstrates a limited ability to apply this knowledge and understanding to the question
- demonstrates a limited ability to outline these arguments
- quality of written communication is basic

Mark Band ([4]-[7])

Overall impression: reasonable to good

- reasonable to good knowledge and understanding of arguments that could be used to convince consumers to buy Fairtrade-certified products
- demonstrates a reasonable to good ability to apply this knowledge and understanding to the question
- demonstrates a reasonable to good ability to outline these arguments
- quality of written communication is reasonable to good

Mark Band ([8]-[10])

Overall impression: very good to highly competent

- clear knowledge and understanding of arguments that could be used to convince consumers to buy Fairtrade-certified products
- demonstrates a very good to highly competent ability to apply this knowledge and understanding to the question
- demonstrates a very good to highly competent ability to outline these arguments
- quality of written communication is very good to highly competent

Some examples of suitable points to be outlined by the candidate:

- protect workers; workers on plantations are guaranteed legal minimum wages or above, decent working conditions and the right to join a trade

- union; there is no forced or child labour
- supports communities; a Fairtrade premium is paid on top of the Fairtrade minimum price, this is invested in social, environmental and economic development projects such as schools, clinics, electricity supply
- protect the environment; the use of agricultural chemicals is minimised and producers are often trained in sustainable techniques such as composting and using recycled materials
- fair prices; the Fairtrade minimum price defines the lowest possible price that a buyer of Fairtrade products must pay the producer; when the market price is higher than the minimum price, the market price is payable
- GM; the Fairtrade system's environmental standards forbid the use of GM seeds by farmers

All other valid points will be given credit [10]

- (b)** Genetic modification (GM) is the process of altering the genes of a plant, animal or micro-organism or inserting a gene from another organism.

source: www.food.gov.uk

Explain why genetic modification is used in food. (AO1, AO2)

Mark Band ([0]-[5])

Overall impression: basic

- inadequate knowledge and understanding of GM in food
- demonstrates a limited ability to apply this knowledge and understanding to the question
- demonstrates a limited ability to explain why GM is used in food
- quality of written communication is basic

Mark Band ([6]-[10])

Overall impression: reasonable to good

- reasonable to good knowledge and understanding of GM in food
- demonstrates a reasonable to good ability to apply this knowledge and understanding to the question
- demonstrates a reasonable to good ability to explain why GM is used in food
- quality of written communication is reasonable to good

Mark Band ([11]-[15])

Overall impression: very good to highly competent

- clear knowledge and understanding of GM in food
- demonstrates a very good to highly competent ability to apply this knowledge and understanding to the question
- demonstrates a very good to highly competent ability to explain why GM is used in food
- quality of written communication is very good to highly competent

Some examples of suitable points to be explained by the candidate:

- herbicide tolerance; through GM genes can also be 'switched' on or off to change the way a plant or animal develops. For example, herbicides are used to kill weeds in fields but they can also affect the growth of the crops they are intended to protect. By using GM, a gene with a

particular characteristic, such as resistance to a specific herbicide can be introduced to a crop plant. This protects the crop and often only requires one application of weed killer instead of multiple applications, reducing production costs and limiting the dangers of agricultural waste run-off

- pest resistance; growing GM crops that are pest resistant can help eliminate the application of chemical pesticides which reduces their impact on the environment and potential health implications for consumers
- nutrition; crops may be genetically modified to contain additional vitamins and minerals which could be beneficial in developing countries where a single crop is the staple diet
- pharmaceuticals; there is the possibility that edible vaccines could be developed in vegetables, these would be easier to ship, store and administer than traditional injectable vaccines for third world countries
- economic benefits; crops lost through disease, pests and frost result in financial loss for the farmer; producing crops that are resistant to these problems could reduce the cost of bringing a crop to market

All other valid points will be given credit

[15]

Section A

**AVAILABLE
MARKS**

15

25

Section B

**AVAILABLE
MARKS**

- 3** Discuss some of the current issues surrounding the labelling of food.
(AO1, AO2, AO3)

Mark Band ([0]-[5])

Overall impression: basic

- inadequate knowledge and understanding of some of the current food labelling issues
- demonstrates a limited ability to apply this knowledge and understanding to the question
- demonstrates a limited ability to discuss some of these issues
- quality of written communication is basic

Mark Band ([6]-[10])

Overall impression: adequate to minimally competent

- adequate to minimally competent knowledge and understanding of some of the current food labelling issues
- demonstrates adequate to minimally competent ability to apply this knowledge and understanding to the question
- demonstrates adequate to minimally competent ability to discuss some of these issues
- quality of written communication is adequate to minimally competent

Mark Band ([11]-[15])

Overall impression: reasonable to good

- reasonable to good knowledge and understanding of some of the current food labelling issues
- demonstrates a reasonable to good ability to apply this knowledge and understanding to the question
- demonstrates a reasonable to good ability to discuss some of these issues
- quality of written communication is reasonable to good

Mark Band ([16]-[20])

Overall impression: very good to highly competent

- clear knowledge and understanding of some of the current food labelling issues
- demonstrates a very good to highly competent ability to apply this knowledge and understanding to the question
- demonstrates a very good to highly competent ability to discuss some of these issues
- quality of written communication is very good to highly competent

Some examples of suitable points to be discussed by the candidate:

- nutritional labelling
 - front of pack nutritional information is not mandatory; two different schemes exist – traffic light and GDA, which is confusing and the use of percentages in the GDA scheme disadvantages children and adults who have difficulty in understanding percentages
 - GDAs are broad guidelines only because individual requirements are different for all people, this may not be clear to consumers unless they have nutritional knowledge

- information is given per 100g or an average portion, both terms are open to misinterpretation by the consumer who may not eat the average portion or weigh their food
 - food allergen labelling
 - not always easy to identify ingredients to avoid as a consumer
 - lack of consistency of approach
 - 'may contain' phrase used too much, sometimes when it is not really necessary restricting consumers choice unnecessarily
 - use of health claims
 - a vast range of food products make claims about disease reduction, children's development or claiming a product will result in a quantifiable weight loss; these claims can be misleading for the consumer
 - these claims are regulated to ensure that they are not exaggerated or untruthful
 - European regulation also demands that health food companies come up with scientific evidence to back their labelling
 - formatting and clarity
 - the volume of information has increased and has led to overcrowding on the labels of many products
 - recommended minimum font size of 8 point is not always used for mandatory information
 - fonts and format are not always used with the consumer in mind for example use of shadowing or coloured text can make reading difficult
 - some products have undue emphasis on features such as brand information at the expense of essential information
 - use of numbers only to express datemarks can be confusing
 - country of origin labelling
 - complicated legislation can mislead the consumer, e.g. the country of origin is deemed to be the place of last substantial change, consumers are unlikely to know this or be able to differentiate between a substantial and non substantial change
 - labels sometimes carry information that implies origin such as maps, flags, colours of a national flag or the use of a country or place name in the name of the food; these practices can influence consumer understanding of the origin of the food
 - terms such as 'Product of...' implies to the consumer that the place of processing and the origin of ingredients are the same; this may not be the case
 - use of terms fresh, pure, natural etc
 - advice for the use of these terms is not mandatory although misleading labelling is an offence under legislation
 - these terms are marketing terms that imply a certain message about the quality of the food to the consumer which is confusing
- All other valid points will be given credit [20]

20

- 4 Explain the value of saving for a young person in their first job and outline the pros and cons of two short term savings options suitable for this young person. (AO1, AO2, AO3)

Mark Band ([0]-[5])

Overall impression: basic

- inadequate knowledge and understanding of the value of saving and short term savings options suitable for a young person in their first job

- demonstrates a limited ability to apply this knowledge and understanding to the question
- demonstrates a limited ability to explain the value of savings for a young person in their first job
- demonstrates a limited ability to outline the pros and cons of two short term savings options suitable for this situation
- quality of written communication is basic

Mark Band ([6]-[10])

Overall impression: adequate to minimally competent

- adequate to minimally competent knowledge and understanding of the value of saving and short term savings options suitable for a young person in their first job
- demonstrates adequate to minimally competent ability to apply this knowledge and understanding to the question
- demonstrates adequate to minimally competent ability to explain the value of savings for a young person in their first job
- demonstrates adequate to minimally competent ability to outline the pros and cons of two short term savings options suitable for this situation
- quality of written communication is adequate to minimally competent

Mark Band ([11]-[15])

Overall impression: reasonable to good

- reasonable to good knowledge and understanding of the value of saving and short term savings options suitable for a young person in their first job
- demonstrates a reasonable to good ability to apply this knowledge and understanding to the question
- demonstrates a reasonable to good ability to explain the value of savings for a young person in their first job
- demonstrates a reasonable to good ability to outline the pros and cons of two short term savings options suitable for this situation
- quality of written communication is reasonable to good

Mark Band ([16]-[20])

Overall impression: very good to highly competent

- clear knowledge and understanding of the value of saving and short term savings options suitable for a young person in their first job
- demonstrates a very good to highly competent ability to apply this knowledge and understanding to the question
- demonstrates a very good to highly competent ability to explain the value of savings for a young person in their first job
- demonstrates a very good to highly competent ability to outline the pros and cons of two short term savings options suitable for this situation
- quality of written communication is very good to highly competent.

Some examples of suitable points to be explained and outlined by the candidate:

- Importance of saving for a young person in their first job
 - establishing good habits for the future; saving is part of financial planning and setting goals, it is a valuable habit for the young person to establish early in their career; it allows them to take control of their personal finances
 - emergency funds; it is important for the young person to have

- emergency funds set aside to cover unexpected expenses; the young person should also consider insurance to help with unexpected financial expenses such as illness or job loss
- future; the young person is likely to have plans for the future such as holidays, travel, further education, buying a home or a car, they should consider a savings plan to meet these goals
 - retirement; the young person should consider contributing to a retirement savings scheme early in their career
- savings option 1: cash ISA
 - pros
 - interest gained is tax-free, if they pay tax at the basic rate they would usually pay 20% tax on savings interest
 - available from most banks and building societies and open to anyone over 16
 - usually flexible and allows easy access to savings for the young person
 - cons
 - there is an ISA allowance for the year which limits the amount of money that can be put into the account; if the full allowance is not used in a year it cannot be rolled over to the next tax year
 - only one cash ISA can be opened in any one tax year
 - once money has been withdrawn from the ISA it cannot be put back
 - savings option 2: savings account
 - pros
 - savings account can be held with the same provider as a current account which is easy and allows for easy transfer of funds
 - it is a simple way to save
 - cons
 - there are no tax benefits
 - rate of interest may not be as high as other forms of saving
- All other valid points will be given credit

[20]

Section B

**AVAILABLE
MARKS**

20

20

Section C

AVAILABLE
MARKS

- 5 The Food Standards Agency is responsible for food safety and hygiene across the UK.

Discuss five examples of their work. (AO1, AO2, AO3)

Mark Band ([0]-[7])

Overall impression: basic

- inadequate knowledge and understanding of the work of the Food Standards Agency (FSA)
- demonstrates inadequate ability to apply their knowledge and understanding to the question
- demonstrates a limited ability to select five valid examples of their work
- demonstrates a limited ability to discuss these examples in relation to food safety and hygiene
- quality of written communication is basic

Mark Band ([8]-[14])

Overall impression: adequate to minimally competent

- adequate to minimally competent knowledge and understanding of the work of the FSA
- demonstrates adequate to minimally competent ability to apply their knowledge and understanding to the question
- demonstrates adequate to minimally competent ability to select five valid examples of their work
- demonstrates adequate to minimally competent ability to discuss these examples in relation to food safety and hygiene
- quality of written communication is adequate to minimally competent

Mark Band ([15]-[20])

Overall impression: reasonable to good

- reasonable to good knowledge and understanding of the work of the FSA
- demonstrates a reasonable to good ability to apply their knowledge and understanding to the question
- demonstrates a reasonable to good ability to select five valid examples of their work
- demonstrates a reasonable to good ability to discuss these examples in relation to food safety and hygiene
- quality of written communication is reasonable to good

Mark Band ([21]-[25])

Overall impression: very good to highly competent

- clear knowledge and understanding of the work of the FSA
- demonstrates a very good to highly competent ability to apply their knowledge and understanding to the question
- demonstrates a very good to highly competent ability to select five valid examples of their work
- demonstrates a very good to highly competent ability to discuss these examples in relation to food safety and hygiene
- quality of written communication is very good to highly competent

Some examples of suitable points to be discussed by the candidate:

- news and updates/consumer information
 - news; the FSA issues updates for customers in the media and on their website. These include food alerts and allergy alerts, breaches in food safety controls (e.g. BSE controls), food safety advice, e.g. during flooding
 - food alerts; provide the consumer with information about product withdrawals to let consumers and local authorities know about problems associated with food
 - allergy alerts; the FSA keeps consumers informed about food allergy risks, e.g. if the food product has to be recalled because of incorrect allergy labelling. Consumers can sign up for FSA alerts by email or SMS text.
 - consultations; the agency carries out numerous formal consultations, inviting the views of the food industry, consumers and others on topics ranging from proposed changes in regulations to new food policy initiatives
 - campaigns; the agency runs consumer awareness campaigns to help promote good food hygiene in business and at home, e.g. Food Safety Week
- policy and advice/information
 - advice/information for consumers; the FSA website provides up to date, unbiased advice/information for consumers on a range of food safety issues such as acrylamide in food, additives, allergy and intolerance, bisphenol-A (BPA), BSE, food poisoning, GM foods, irradiated foods, food labelling, mycotoxins, nanotechnology, novel foods, packaging, pesticides, radioactivity on food and veterinary medicines. Their advice/information is based on research projects and surveys that they commission. The agency also provides food safety advice for schools and childminders, those starting a food business and those importing food
 - advice/information for caterers and the food industry; the agency provides advice and guidance for farmers, food producers and distributors, food retailers and caterers, e.g. they provide food safety advice for butchers and guidance and information for the hygienic production of fish and shellfish, advice for caterers on a range of food safety issues such as allergy and intolerance, food safety and labelling regulations, food poisoning. They provide a wide range of resources videos and publications to help with food safety training
 - policy; the FSA is responsible for food safety policies and legislation. The agency ensures that Food Safety Laws are strictly enforced and that action is taken where problems are found with food safety. They monitor controls in place to protect consumers from BSE
- meat plants
 - audits; the FSA carries out routine audits of approved meat establishments – slaughterhouses, cutting plants and game handling establishments to make sure they comply with food law requirements and that they are meeting relevant standards in relation to public health and animal health and welfare
 - Clean Livestock Guidance; FSA provides advice and guidance on the Clean Livestock Policy
 - campaign; as part of the agency's foodborne disease target and strategy to control campylobacter in chickens, a campaign was

AVAILABLE
MARKS

- launched in 2004 to help improve hygiene measures on broiler farms
- HACCP; the agency provides advice for the meat industry on setting up the HACCP system
- food poisoning
 - strategy; the FSA is responsible for the strategy for reducing foodborne illness, producing a hazard-analysis based approach to food safety management and providing guidance for producers, retailers, caterers and the general public
 - campylobacter; the agency works in partnership with the food industry on a campylobacter risk management programme to reduce levels of campylobacter in chicken
 - listeria; the agency manage the Listeria Risk Management Programme
 - trends; the FSA monitor trends in foodborne disease caused by key pathogens
- hygiene ratings
 - scheme; the FSA in partnership with local authorities, is rolling out the National Food Hygiene Rating Scheme. The scheme helps reduce the incidence of foodborne illness by giving consumers information about the hygiene standards in restaurants, cafes, takeaways, hotels and food shops. The scheme also encourages businesses to improve hygiene standards

Examples provided can be generic or specific, they can be based on website tabs or outcomes from the FSA Strategy for 2015.

All valid well discussed examples will be given credit [25]

Section C

Total

**AVAILABLE
MARKS**

25

25

70

