

Home Economics (Food, Nutrition and Health)

Advanced Subsidiary GCE

Unit **G002**: Resource Management

Mark Scheme for June 2012

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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.

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








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Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Caret sign to show omission
	Not answered question
	Repeat
	Noted but no credit given
	Tick

Subject-specific Marking Instructions

Marking crossed out and duplicated answers

OCR currently provides examiners with 'rules' for marking crossed out answers (which may be partially or wholly correct) and duplicated 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 appropriately.

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 0°C this means it is a liquid at -10°C'). 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 awarded.

Question			Answer	Mark	Guidance
1	(a)	(i)	£14.90	1	Accept with or without pound sign.
		(ii)	£65.90	1	Accept with or without pound sign.
		(iii)	<ul style="list-style-type: none"> • Fewer people smoking/more people giving up smoking • Impact of the ban on smoking in public places • Health reasons/ awareness of risks • Economic climate – cost of cigarettes • Changes in promotion/advertising • Governmental campaigns • 	1	
	(b)		Any two from: wages/salary, self – employment, rent, property development, benefits, pensions, grants, transfers from abroad, gambling (lottery etc), interest on savings/bonds/investments, inheritance, loans	2	Check for repetition.
	(c)		<ul style="list-style-type: none"> • Timing facility (1) any valid justification (1) • Useful for someone with gluten intolerance/coeliac disease(1) they can make their gluten free bread(1) • Can adapt the recipe to suit your own preference(1) eg for health, reduce the salt, or use wholemeal flour, or for taste, add different flavours.(1) • Saves time and energy (1)of making your own bread from scratch (1) • Fresh bread available(1)if no access to shops(1) • Some are versatile (1)and can be used to make jam and cakes , pizza dough(1) • Can make a better quality product /tastes better (1) compared to shop bought or making it by hand (more likely to have good results each time).(1) • Requires no skills (1) in preparation by anyone(1) 	6	1 mark for identification and 1 mark for the explanation.

Question	Answer	Mark	Guidance
(d)	<ul style="list-style-type: none"> • Can serve a hygiene improvement notice/verbal warning/written warning identifying the failures, remedies and timescale for improvements, including training. • Can serve an emergency prohibition notice if there is a significant risk to health which stops a specific process/use of specific equipment. • Can apply to a court for an emergency prohibition order which has to be displayed in public on the premises (food business may close voluntarily to avoid this). • Can seize and inspect food/equipment if they suspect it doesn't meet regulations, for microbiological testing. • Can gather evidence eg photos, to record breaches of regulations. • Food can be condemned and destroyed if it is deemed to be dangerous. • Can award a low hygiene rating using the 'scores on the doors' system. 	6	<p>Award only 1 mark for 'can close a business down,' "take to court" or "prosecute."</p> <p>Do not accept response to consumer complaint.</p>
(e)	<p><i>Meat</i></p> <ul style="list-style-type: none"> • Raw meat has not been cooked correctly to destroy bacteria. • Bacteria in the gut of animals can get onto the flesh during slaughter. • Processing methods of raw meat eg mincing can spread bacteria further. • Raw meat has not been kept separate from cooked meat to avoid the risk of cross contamination. • Food passed use by date may result in food poisoning 	8	<p>Accept any two valid sources. Max. 2 marks irrespective of category</p>

Question	Answer	Mark	Guidance
	<p><i>People</i></p> <ul style="list-style-type: none"> • Poor personal hygiene/ill person can result in bacteria being transferred onto food, e.g: <ul style="list-style-type: none"> - Sneezing or coughing on food. - Not washing hands after visiting the toilet - Not covering cuts etc. <p><i>Animals</i></p> <ul style="list-style-type: none"> • Domestic pets and farm animals can be a source of pathogens especially E.coli so hands should always be washed after handling them and before preparing food. • Domestic pets should not be allowed on work surfaces where food is prepared. • Pests eg birds, mice, insects, faeces, pecking. <p><i>Soil</i></p> <ul style="list-style-type: none"> • Bacteria (especially clostridium perfringens) and spores can be found in the soil so can be found on the skin of unwashed root vegetables. • Faeces contain E.coli causing contamination of soil, hand to mouth contamination. • Cereals can be dusty from the field and also from storage and can carry micro- organisms. • Food dropped in soil and eaten may cause food poisoning 		
	Total marks	25	

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Explain why patterns of eating have changed in recent years.</p> <p>Answers may include:</p> <p><i>Amount of disposable income</i></p> <ul style="list-style-type: none"> • Due to more households with two wage earners. • More money spent on ready – to eat – premium foods – better quality with minimum preparation • Growth of ‘Foodies’ who want to be adventurous & buy expensive premium foods • Increased consumption of take away meals/more eating out • Lower amount allows limited options, less eating out. <p><i>Patterns of work/leisure</i></p> <ul style="list-style-type: none"> • Patterns of eating are affected by more women working therefore less time/motivation for cooking an evening meal • More convenient therefore to use ready meals / partly prepared / take away / eat out • Families not eating together/ dashboard dining/snacking/ grazing/deskfast/breakfast • British work the longest hours in Europe 	10	<p>If communication is clear this will help inform the level.</p> <p>Credit will be given for all valid points.</p>	<p>Level 4 9 – 10 marks The candidate gives comprehensive explanations of why patterns of eating have changed in recent years. Information is presented in a clear and structured way. Subject specific terminology is used with precision. Accurate use of spelling punctuation and grammar.</p> <p>Level 3 6 – 8 marks The candidate gives some good explanations of why patterns of eating have changed in recent years. 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 why patterns of eating have changed in recent years 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	
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		<p><i>More single person households</i></p> <ul style="list-style-type: none"> • Number of single portion ready meals has grown enormously to reflect increase in number of single person households • May prefer convenience / ease of preparation • Young single people – more likely to eat out socially <p><i>More places to eat out</i></p> <ul style="list-style-type: none"> • Wider range & choice of eating establishments, to suit all budgets & tastes • Has become a family activity eg eating out in family pubs • Eating out no longer regarded as a treat – many special offers etc designed to attract people especially weekdays / early evening • Growth of fast food restaurants <p><i>Limited cooking skills</i></p> <ul style="list-style-type: none"> • Eating patterns have changed due to lack of knowledge of how to cook – lack of teaching in schools & cooking at home • For some people this leads to a dependence on convenience foods 			<p>Level 1 1 – 2 marks</p> <p>The candidate shows superficial knowledge of why patterns of eating have changed in recent years. They will show very limited understanding. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p> <p>0 = no response worthy of credit.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<i>Technology</i> <ul style="list-style-type: none">• Developments in technology led to greater choices in food available/ domestic equipment /manufacturing techniques			

Question		Answer	Marks	Guidance	
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	(b)	<p>Describe how the needs of individuals and households can influence food purchase.</p> <p>Answers may include:</p> <p><i>Need to meet financial resources available</i></p> <ul style="list-style-type: none"> • Food purchases are linked to financial resources of the household • Supermarkets offer a wide range of food products to suit all incomes • Shop according to family size <p><i>Need to appeal to children & reassure parents</i></p> <ul style="list-style-type: none"> • There are lots of products aimed at children & their parents eg mini portions of ready meals, small drinks cartons & cheese snacks. • Parents need products that are useful for lunchboxes • Healthy products eg small packs of dried fruit, are available so parents can feed their children healthily • Products which are free from additives etc are also available • Tamper proof jars on baby food provide reassurance to parents that food is safe 	15	<p>If communication is clear this will help inform the level.</p> <p>Credit will be given for all valid points.</p>	<p>Level 4 13 – 15 marks The candidate describes in detail how the needs of individuals and households can influence food purchase. Information is presented in a clear and structured way. Subject specific terminology is used with precision. Accurate use of spelling punctuation and grammar.</p> <p>Level 3 9 – 12 marks The candidate gives some good descriptions of how the needs of individuals and households can influence food purchase 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 descriptions of how the needs of individuals and households can influence food purchase, 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
		<p><i>Personal preferences</i></p> <ul style="list-style-type: none"> • Individual likes and dislikes • Fairtrade/ vegetarian/ organic/ local etc. <p><i>Health & special dietary needs</i></p> <ul style="list-style-type: none"> • Consumers may purchase foods according to their health or dietary needs eg allergies, obesity etc • There is a greater choice of healthy foods & foods for special diets as a result • Meeting the nutritional needs of individuals eg older people <p><i>Cultural & religious needs</i></p> <ul style="list-style-type: none"> • Britain is a culturally diverse society and this is reflected in the range & type of foods available. • Halal & kosher meat is increasingly available • Demand for certain products will be higher during certain religious festivals eg at Christmas <p><i>Need for convenience and innovation</i></p> <ul style="list-style-type: none"> • Consumers want more convenience from food products. • Increased demand for snack products, environmentally friendly packaging, etc • Growth of single portions 			<p>Level 1 1 – 4 marks The candidate shows superficial knowledge of how the needs of individuals and households can influence food purchase. They will show very limited understanding. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p> <p>0 = no response worthy of credit.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p><i>Need for safe food</i></p> <ul style="list-style-type: none"> • Consumers need to feel reassured that food is safe to eat. • Consumers look for clear labelling eg might chose eggs with the Lion Quality stamp. 			

Question		Answer	Marks	Guidance	
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3	(a)	<p>Describe the inter-relationship between time, money and energy in the management of resources in the home.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> - If at work all day have less person energy but if at home all day more money spent on fuel energy <p><i>Time</i></p> <ul style="list-style-type: none"> • If you are short of time you might spend more on convenience foods or takeaways, employing a cleaner etc. • Time switches can be used to run electrical appliances eg washing machines at night, saving money on energy bills. • If you have more time you can shop around for better deals therefore saving money eg on large purchases, holidays etc • More women are working, giving them less time to manage the home, children etc. • If there are more people in the household, more time may be needed for chores etc. Or, time & personal energy can be saved by sharing household tasks. • If you have a busy occupation you may not have the time or energy to manage the house 	10	<p>If communication is clear this will help inform the level.</p> <p>Credit will be given for all valid points.</p> <p>Candidates may choose to take each resource in turn and describe how they are interlinked, or may give interchangeable answers.</p>	<p>Level 4 9– 10 marks The candidate gives good descriptions of the inter-relationship between time, money and energy (fuel and human)in the management of resources in the home. Information is presented in a clear and structured way. Subject specific terminology is used with precision. Accurate use of spelling punctuation and grammar.</p> <p>Level 3 6 – 8 marks The candidate gives some good descriptions of the inter-relationship between time, money and energy in the management of 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 3 – 5 marks The candidate gives some descriptions of the inter-relationship between time and/or money and/or energy in the management of resources in the home, which may lack detail. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some</p>

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			<ul style="list-style-type: none"> On line shopping banking e-mailing <p><i>Money</i></p> <ul style="list-style-type: none"> Your income has a direct influence on how much you can spend on food, leisure etc, therefore affecting your health & personal energy levels. Good budgeting will help to save money and ensure that energy bills are paid on time If you are on a low income you may not be able to afford energy saving options eg insulation so may pay more for fuel bills. You may also be renting therefore paying more for accommodation <p><i>Energy</i></p> <ul style="list-style-type: none"> Thermostats can save fuel energy, and therefore save money. Insulating the home (loft insulation etc) can save fuel energy, therefore saving money. Heating only the rooms in a house that are used can save fuel energy, therefore saving money. A well designed home ensures heating & water costs are as low as possible, therefore saving fuel & money 			<p>errors in spelling punctuation and grammar.</p> <p>Level 1 1 – 2 marks The candidate shows superficial knowledge of the inter-relationship between time and/or money and/or energy in the management of resources in the home. They will show very limited understanding. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p> <p>0 = no response worthy of credit.</p>

Question			Answer	Marks	Guidance	
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			<ul style="list-style-type: none">• Labour saving equipment, batch baking, storage,• Solar panels-expensive but cost effective long-term• Saving light energy			

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Explain the advantages and disadvantages of different methods of payment.</p> <p>Answers may include:</p> <p><i>Cash</i></p> <ul style="list-style-type: none"> Accepted everywhere, no interest charges to pay when using it, goods become your property when purchased. Easy to control your finances Heavy to handle, may be lost or stolen, unsuitable for large purchases. <p><i>Debit Cards</i></p> <ul style="list-style-type: none"> Avoid the need to carry cash, no charges made for using them, widely accepted, useful for internet purchases, chip & pin payment method is safe. Must have the money in your account <p><i>Cheque</i></p> <ul style="list-style-type: none"> Can be sent through the post and light to handle, a record of spending is recorded on the counterfoil. Can be useful for paying tradesmen etc. Takes between 3-5 days to clear from your account. 	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 reference to high interest rates, not available to all only once. Watch for repetition.</p>	<p>Level 4 13 – 15 marks The candidate gives comprehensive explanations of the advantages and disadvantages of different methods of payment. Information is presented in a clear and structured way. Subject specific terminology is used with precision. Accurate use of spelling punctuation and grammar.</p> <p>Level 3 9 – 12 marks The candidate gives some good explanations of the advantages and disadvantages of different methods of payment. 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 explanations of the advantages and disadvantages of different methods of payment, 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
		<ul style="list-style-type: none"> Not universally accepted <p><i>Direct debit/Standing Orders.</i></p> <ul style="list-style-type: none"> Bills are automatically paid out of a bank account for fixed or varying amounts. Very useful for budgeting You have to have the money in your account <p><i>Bank Loans/ Overdraft</i></p> <ul style="list-style-type: none"> May be a lower rate of interest than credit cards, so useful for large purchases. Can be used for anything Need to be prearranged and interest is charged on the total amount borrowed, security may be asked for. <p><i>Credit Cards.</i></p> <ul style="list-style-type: none"> Spending can be spread over a period of weeks and when used carefully interest charges can be avoided. Accepted almost everywhere, good for buying on the internet. Chip & pin payment is safe Interest payments can be high and it is very easy to overspend and get into debt. Not available to everybody 			<p>Level 1 1 – 4 marks The candidate shows superficial knowledge of the advantages and disadvantages of different methods of payment. They will show very limited understanding. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p> <p>0 = no response worthy of credit.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p><i>Store Cards/Charge Cards.</i></p> <ul style="list-style-type: none"> • These are readily available in a large number of chain stores and it is very tempting to sign up and use them excessively. • Interest charges are often very high, easy to overspend, can only be used at that one store. <p><i>Hire Purchase agreements.</i></p> <ul style="list-style-type: none"> • Goods can be purchased in advance of having the funds available to purchase them. Monthly payments are usually made. • Interest is normally applied at a high rate. The goods do not belong to the purchaser until the final payment has been made and can be repossessed <p><i>Credit agreements.</i></p> <ul style="list-style-type: none"> • These can take many forms and do have distinct advantages when carefully selected. Some credit agreements are offered on an interest free basis and these can be used to the consumer's advantage. Useful for large purchases eg a sofa 			

Question			Answer	Marks	Guidance	
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			<p><i>Mortgages</i></p> <ul style="list-style-type: none"> • A long-term form of credit agreement and families should shop around to achieve the most attractive rates. A form of investment compared to renting. • House can be repossessed if payments are not kept up. <p><i>Mail Order Credit.</i></p> <ul style="list-style-type: none"> • Commission is sometimes paid and payments can be spread over a number of weeks or months. • Cost of the items may be high. Easy to overspend. <p><i>Tokens, coupons. pre-paid cards, loyalty cards, vouchers</i></p> <ul style="list-style-type: none"> • Can help to budget for events like Christmas and as a mean of saving. • Limited use and may have an expiry date. <p><i>Paypal</i></p> <ul style="list-style-type: none"> • Secure, on-line payment • May have to wait for goods 			

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4	(a)	<p>Describe different organisations that protect the rights of consumers.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> The main organisations that protect the rights of consumers are the Office of Fair Trading, Trading Standards Department, Environmental Health Department, Food Standards Agency and Citizens Advice Bureau. <p><i>Office of Fair Trading</i></p> <ul style="list-style-type: none"> Ensures businesses compete and operate fairly Investigates companies where monopoly practices are suspected, or when companies are charging excessively high prices/price fixing. Recommends changes in the law/new laws to protect consumers Publishes information (website, leaflets etc) for the consumer about their rights 	10	<p>If communication is clear this will help inform the level.</p> <p>Credit will be given for all valid points.</p>	<p>Level 4 9 – 10 marks The candidate gives good descriptions of the roles of different organisations that protect the rights of consumers. Information is presented in a clear and structured way. Subject specific terminology is used with precision. Accurate use of spelling punctuation and grammar.</p> <p>Level 3 6 – 8 marks The candidate gives some good descriptions of different organisations that protect the rights of consumers. 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 descriptions of different organisations that protect the rights of consumers, 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	
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		<p><i>Trading Standards Department</i></p> <ul style="list-style-type: none"> • Provides information to consumers, businesses, schools • Preventing dangerous goods reaching the marketplace, thereby ensuring consumer safety. • Ensuring goods/services are accurately described / labelled / advertised etc • Enforcing relevant legislation eg Sale & Supply of Goods Act, Trades Descriptions Acts etc. • Checking weights & measures are accurate eg petrol pumps • Checking farm animals are free from disease & treated humanely. • Making sure shops don't sell products to under – age consumers, eg cigarettes, fireworks etc. <p><i>Environmental Health Department</i></p> <ul style="list-style-type: none"> • Monitoring the safety and quality of food eaten outside the home • Responsible for maintaining, improving and protecting the health & quality of life in the community • Dealing with environmental health emergencies eg food poisoning outbreaks, noise nuisances, serious accidents in the workplace • Enforcing relevant legislation eg Food Hygiene Regulations 			<p>Level 1 1 – 2 marks The candidate shows superficial knowledge of different organisations that protect the rights of consumers. They will show very limited understanding. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p> <p>0 = no response worthy of credit.</p>

Question			Answer	Marks	Guidance	
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			<p><i>Food Standards Agency</i></p> <ul style="list-style-type: none"> • Protects consumers' health & interests in relation to food • Aims to reduce food – borne illness, help people to eat more healthily, promote informative & honest labelling, improve good practice in the food industry, improve & enforce food laws. <p><i>Citizens Advice Bureau</i></p> <ul style="list-style-type: none"> • Offers free, confidential and independent advice across the UK and online • Offers advice on a range of subjects including financial issues eg debt management, legal advice, health, etc. 			

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Describe how conciliation, arbitration and court action can be used by consumers as part of a complaints procedure.</p> <p>Answers may include:</p> <p><i>Conciliation</i></p> <ul style="list-style-type: none"> • Enables parties involved in a dispute to settle their differences themselves. • Is not a legally binding decision, so you can still proceed to arbitration or court. • Usually conducted by a relevant trade association who attempts to resolve the dispute and get both parties to find a compromise • Free and informal • The trader has to be a member of a trade association 	15	<p>If communication is clear this will help inform the level.</p> <p>Credit will be given for all valid points.</p> <p>In order to access highest band marks, candidates should address all three parts of the question.</p>	<p>Level 4 13 – 15 marks The candidate gives good descriptions of how conciliation, arbitration and court action can be used by consumers as part of a complaints procedure. Information is presented in a clear and structured way. Subject specific terminology is used with precision. Accurate use of spelling punctuation and grammar.</p> <p>Level 3 9 – 12 marks The candidate gives some good descriptions of how conciliation, arbitration and court action can be used by consumers as part of a complaints procedure. 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 descriptions of how conciliation, arbitration and court action can be used by consumers as part of a complaints procedure, which may lack detail. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some</p>

Question		Answer	Marks	Guidance	
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		<p><i>Arbitration</i></p> <ul style="list-style-type: none"> • An alternative to court. • Both parties put their dispute in writing to an independent arbitrator. • Arbitrator is usually an expert in the field, and may be a member of the Chartered Institute of Arbitrators. • Arbitrator considers the evidence (like a judge). • Decision is final and binding – you cannot then go to court if you are unhappy with the outcome. • Not free. <p><i>Court action</i></p> <ul style="list-style-type: none"> • A last resort if all else fails in resolving a dispute. • Small claims court is for claiming compensation for less than £5,000 • Designed to be inexpensive as a solicitor is not needed. • You shouldn't take action unless you can prove your claim (eg receipts/correspondence). • Not free – fees depend on the amount claimed, and are usually paid by the opponent if the consumer wins the case. 			<p>errors in spelling punctuation and grammar.</p> <p>Level 1 1 – 4 marks The candidate shows superficial knowledge of how conciliation, arbitration and court action can be used by consumers as part of a complaints procedure. They will show very limited understanding. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p> <p>0 = no response worthy of credit.</p>

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