

Home Economics (Food, Nutrition and Health)

Advanced Subsidiary GCE

Unit **G001**: Society and Health

Mark Scheme for January 2011

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Question			Expected Answer	Mark	Rationale/Additional Guidance
1	(a)	(i)	486000	[1]	Accept 486
		(ii)	733000	[1]	Accept 733
		(iii)	250000	[1]	Accept 250
	(b)		<ul style="list-style-type: none"> Higher unemployment [1] leads to less money for day to day living expenses [1] Continuing education /student debt [1] parents will often help finance university/cheaper to live at home [1] High housing costs [1] high cost of mortgages/rent and deposits [1] High cost of living [1] money to pay for utility bills, food [1] Looking after relatives [1] may be that children are required to be carers for relatives [1] Emotional issues [1] children often return after separation or divorce [1] Lack of available mortgages/ housing [1] leads to young people staying at home for longer to save for deposits [1] 	[4]	<p>Must be answer for [1] mark and explanation [1]</p> <p>No explanation Max 2 marks</p> <p>Credit will be given for all valid points</p>
	(c)	(i)	<ul style="list-style-type: none"> Offers security from cradle to grave [2] Offers support for vulnerable classes of society (2) System supported by the government to provide economic security [2] Established to fight five evil giants(1) list of the five (1) Want , disease, ignorance ,squalor and idleness 	[2]	Credit will be given for all valid points
		(ii)	<ul style="list-style-type: none"> NHS Education Benefits Social care 	[2]	<p>Credit will be given for all valid points</p> <p>Do not accept individual named benefits</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
(d)	<ul style="list-style-type: none"> • Food intake is excessive in quantity and not appropriate for age, sex and activity levels (1). Energy intake not equalling expenditure/ excess energy stored as fat. • Lacks of exercise (1) children spend too much time in a car instead of walking or cycling. Do not play sport-watch TV or play computer games (1) • Large portion sizes (1) – eat more calories than needed (1) • Increased consumption of sugary drinks or foods (1) full of calories(1) • Popularity of fast food outlets (1) poor food choice leading to high levels of fat consumption (1) • Too many snack foods/ ready meals/ convenience foods (1) which are high in fat and sugar and consumed in too large quantities. • Not consuming at least five portions of fruit and vegetables per day (1) and filling up on inappropriate foods eg snacks.(1) • Eating too many foods containing fat eg dairy food (1) fat is high in calories.(1) • Cooking food by unhealthy means (1) such as frying, not draining excess fat when cooking or cutting away visible fat from food. (1) • Leading a sedentary job/lifestyle (1) Energy intake not equalling expenditure/ excess energy stored as fat.(1) • Influence of media/advertising/food industry(1) encouraging poor food choices (1) • Psychological reasons (1) -stress, comfort eating, low self esteem (1) • Excess alcohol consumption(1) increases calorie consumption – empty calories. • Lack of parental knowledge of healthy eating (1) leading to poor choices (1) 	[6]	<p>Must be answer for [1] mark and examples[1]</p> <p>No examples Max 3 mark</p> <p>Credit will be given for all valid points</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
(e)	<ul style="list-style-type: none"> • Base meals on starchy foods [1] helps reduce amount of fat and increases fibre/ slow release energy. (1) • Cut down on saturated fat [1] reduce heart disease and obesity. • Cut down on sugar (1) reduces risk of obesity, diabetes, and tooth decay. (1) • Eat lots of fruit and vegetables (1) increases fibre and vitamins and minerals (1) • Eat more fish/ two portions per week one of which should be oily (1) to provide omega 3 fatty acids/ keep our hearts healthy [1] • Eat less salt / no more than 6g per day [1] Eating too much salt can raise your blood pressure. [1] • Drink plenty of water / We should be drinking about 6 to 8 glasses (1.2 litres) of water, or other fluids (1) to prevent dehydration [1] • Don't skip breakfast [1] Breakfast can help give us the energy we need [1] 	[8]	<p>Must be answer for [1] mark and explanation [1]</p> <p>No explanation but reasons given Max 4 marks</p> <p>Credit will be given for all valid points</p>
		[25]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
2	(a)	<p>High 9-10 The candidate describes in detail and gives comprehensive explanations of the basic human needs of individuals, households and family groups. 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>Good 6-8 The candidate gives some good descriptions of the basic human needs of individuals, households and family groups. 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>Low 3-5 The candidate gives some descriptions which may lack detail of the basic human needs of individuals, households and family groups. 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>Poor 0-2 The candidate gives a superficial description of the basic human needs of individuals, households and family groups. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive</p>	[10]	<p>Credit will be given for all valid points</p> <p>Maximum five marks if only describe either individual or /household family groups needs.</p> <p>List answers maximum 3 marks.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Answers may include:</p> <p>Individual needs</p> <ul style="list-style-type: none"> • Physiological needs including food, warmth, shelter, sleep and sex. • Safety needs including need for security and stability • Social needs including need for love and sense of belonging either through family, friends or at work. • Esteem needs are the desire to achieve, acquire status and independence through achievement at work or school. • Self actualisation- hardest to achieve- realise potential and feel a sense of satisfaction and accomplishment in achievement. <p>Needs of households and family groups</p> <ul style="list-style-type: none"> • Identity and inclusivity-multicultural society so everyone should have opportunity to feel valued and engage in community activities. Feels safer as may have lower levels of crime as it's friendlier and more inclusive. • Structure and organisation- should be accepted set of values and beliefs in community. This gives security, responsibility and confidence to family and household groups. • Safe, affordable places to live- a range of high quality and well designed housing should be available to meet needs of all. Housing should be right size, layout and design. • Employment opportunities- this meets financial needs. Provides sense of achievement and enjoyment. Community should provide training opportunities as skills may change. 		

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> • Access to services-for all- including health care, schools and social services. Voluntary and private organisations may be required for advice, support and guidance. Places to shop must be available from business and retail services. • Transport-public transport, opportunity for those wishing to walk or cycle. People should be able to travel and reach work, school, shops, friends, family and leisure activities. 		
2	<p>(b)</p> <p>High 13-15 The candidates are able to explain fully how global warming, deforestation and acid rain are affecting the quality of our environment. 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>Good 9-12 The candidate gives some good explanations of how global warming, deforestation and acid rain are affecting the quality of our environment. 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>Low 5-8 The candidate gives some explanations which may lack detail of how global warming, deforestation and acid rain are affecting the quality of our environment. 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>	[15]	Credit will be given for all valid points

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Poor 0-4 The candidate gives superficial explanations of how global warming, deforestation and acid rain are affecting the quality of our environment. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p> <p>Answers may include:</p> <p>Global warming</p> <ul style="list-style-type: none"> • Changing the world's climate • Rises in sea levels • Glaciers retreating • Changes in rainfall patterns • Pests and diseases becoming more widespread • Killing algae • Heating the earth/temperatures rises-causing fires • Loss of habitat and change in distribution of plants, animals, pests and diseases. <p>Deforestation</p> <ul style="list-style-type: none"> • Loss of trees causing global warming • Destruction of habitat/soil has no roots to hold in it place, rainwater washes soils away and plants and trees cannot grow back. • Flooding • Increase in greenhouse effect as forests take in carbon dioxide and give out oxygen • Threat to some plants and animals – may become extinct • Amount of agricultural product reduced/affects food chain 		<p>Maximum five marks if only one of global warming/deforestation and acid rain is explained.</p> <p>Maximum ten marks if only two of global warming/deforestation and acid rain is explained.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	Acid rain <ul style="list-style-type: none">• Cereal crop yields decreased/drop in food production• Causes trees to grow more slowly and kills them.• Pollution of drinking water/metals leached out of soil• Fish affected/killed• Wildlife declines due to lack of food• Buildings blacken/weather		
		[25]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
3 (a)	<p>High 9-10 The candidates are able to describe in detail and gives comprehensive descriptions of the causes and incidences of tooth decay. 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>Good 6-8 The candidate gives some good descriptions of the causes and incidences of tooth decay. 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>Low 3-5 The candidate gives some descriptions which may lack detail of the causes and incidences of tooth decay. 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>Poor 0-2 The candidate gives superficial descriptions of the causes and incidences of tooth decay. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive</p> <p>Answers may include:</p> <p>Incidences:</p> <ul style="list-style-type: none"> • Still prevalent in children although some improvement in recent years. 	[10]	Credit will be given for all valid points

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> • High in some areas of UK due to lack of fluoride in water • More tooth decay in children from deprived schools <p>Causes:</p> <ul style="list-style-type: none"> • Poor dental hygiene/ not visiting dentist regularly • Diet rich in sugar and starch • Lack of vitamin C, calcium and Vitamin D, phosphorous. • Frequent snacking increases amount of time acids in contact with teeth • Sticky deposits • Dental plaque • Collects in gum line and in between teeth • Plaque made up of food and bacteria from saliva • Acidic • Starts to dissolve enamel • If not removed by brushing causes tooth decay • Hardens into tartar • Both plaque and tartar acidic and dissolve protective enamel coating causing cavities • Eventually dentine and blood supply damaged-tooth loss if left untreated • Smoking – encourages bacterial growth and low oxygen in the blood reduces immune response. 		
(b)	<p>High 13-15 The candidate describes in detail and gives comprehensive explanations of the dietary changes required for people who are coeliacs. Information is presented in a clear and structured way. Subject specific terminology is used with precision. Accurate use of spelling punctuation and grammar.</p>	[15]	Credit will be given for all valid points

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Good 9 – 12 The candidate gives some good explanations of the dietary changes required for people who are coeliacs. 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>Low 5-8 The candidate gives some explanations which may lack detail of the dietary changes required for people who are coeliacs. 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>Poor 0-4 The candidate gives superficial explanations of the dietary changes required for people who are coeliacs. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Coeliacs have to follow a strict gluten-free diet • Avoid wheat, rye and barley • The most obvious sources of gluten in the diet are breads, pastas, cereals, flours, pizza bases, cakes and biscuits. • Gluten-containing cereals can also be used as an ingredient in soups, sauces, ready meals and processed foods such as sausages • Omit flour so loss of valuable nutrients • Iron can come from meat 		

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> • Vitamin B group can come from offal, milk, eggs and green vegetables • Calcium can come from dairy products and nuts • Fibre can come from fruit and vegetables • Use of gluten free flour • Buy gluten free baked products • Take care when choosing processed foods • Need diet rich in calcium and Vitamin D to prevent osteoporosis • Many foods are naturally gluten free- fresh meat, fish, cheese, eggs, milk, fruit, vegetables, rice, potatoes, nuts, seeds, pulses and beans. • May be necessary to prepare separate meals if using flour or flour products. 		
		[25]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
4 (a)	<p>High 9-10 The candidate describes in detail and gives comprehensive descriptions how leisure patterns may change throughout a person's life. 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>Good 6-8 The candidate gives some good descriptions of how leisure patterns may change throughout a person's life. 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>Low 3-5 The candidate gives some descriptions which may lack detail of the ways in which leisure patterns may change throughout a person's life. 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>Poor 0-2 The candidate gives superficial descriptions of the ways in which leisure patterns may change throughout a person's life Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • More Time – as people get older and retire, more time is available for leisure activities. 	[10]	Credit will be given for all valid points

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> • Changing Work Patterns- people who work shift work may have more time to pursue leisure activities. As people retire more time available to pursue leisure activities. • Increasing Choice- different types of activities available. • New Technologies/Media-more choice. • Growth in 'Lifetime Learning'- learning takes place throughout life and always available as a leisure activity. • Changing Household Structures- young families with children will spend most leisure time pursuing activities around the children. As children get older less time spent with parents and more with friends pursuing leisure activities. This enables parents to take part in their own leisure activities. • Good work/life balance-when people working a leisure activity will enable some time for themselves. • Increase in earnings- enables more choice. • Employment • Age • Gender • Marriage • Education • Location 		
(b)	<p>High 13-15 The candidate describes in detail and gives comprehensive explanations how community facilities and amenities influence the choice of housing available for families with young children. Information is presented in a clear and structured way. Subject specific terminology is used with precision. Accurate use of spelling punctuation and grammar.</p>	[15]	Credit will be given for all valid points

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Good 9 – 12 The candidate gives some good explanations how community facilities and amenities influence the choice of housing available for families with young children. 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>Low 5 – 8 The candidate gives some explanations which may lack detail how community facilities and amenities influence the choice of housing available for families with young children. 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>Poor 0-4 The candidate gives superficial explanations of how community facilities and amenities influence the choice of housing available for families with young children. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • May affect price of property • May be affected by age profile, location, cultural groups and socio-economic background of community • Transport – efficient for getting to work and other facilities and services • Transport must be reliable and regular • Medical services- access to local health centre • Access to NHS dentist 		<p>The answers must relate to families with young children.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> • Hospitals within reasonable travelling distance • Access to shops and supermarkets (links to transport) • Schools important for families with school age children • Successful schools often oversubscribed so consideration of moving into catchment area • Type of leisure facilities available • Social facilities and clubs such as pubs, restaurants, leisure centres, gyms, playgroups • Cultural, history and arts such as parks, galleries, cinemas, museums, nature reserves, libraries. • Sport and recreational facilities such as swimming pools, playgrounds, zoos, football pitches • Education and training such as libraries, colleges, adult education centres. • Access to crèches/playgroups • Access to church/ religious centres. • Safety – not close to main roads/railways due to noise and danger. • Avoiding noisy areas – near factories/bars etc. • Location – eg communities in rural areas, amenities in urban areas. 		
	Total	(25)	
	Overall Total	(75)	

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