

# **Published Mark Schemes for GCE AS Home Economics**

**Summer 2009**

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**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)  
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

**MARK SCHEMES (2009)**

**Foreword**

***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 16- and 18-year-old 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 a 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.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.



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New  
Specification



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2009**

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**Home Economics**  
**Assessment Unit AS 1**

*assessing*

**Nutrition for Optimal Health**

**[AN111]**

**TUESDAY 19 MAY, MORNING**

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**MARK  
SCHEME**

## Section A

AVAILABLE  
MARKS

- 1 State **three** effects on health of a deficiency of Vitamin B2 (riboflavin) in the diet. (AO1)
- the mouth – cracks and inflammation at the corners of the mouth, sore, burning lips
  - the eyes – sensitivity to light, burning, itching, reddening of the cornea
  - the skin – oily dermatitis affecting the nose, cheeks, forehead

All other valid points will be given credit. [3]

3

- 2 Identify **two** significant food sources for each of the following: (AO1, AO2)

Soluble NSP:

- oats, rye, barley, pulses, fruit, vegetables

Insoluble NSP:

- wheat, maize, brown rice, fruit and vegetables, wholemeal bread, wholegrain breakfast cereals, nuts, seeds

[4]

4

- 3 Explain the importance of **two** nutrients required to promote good bone health. (AO1, AO2)

Any **two** from:

- calcium; necessary for the formation, growth and maintenance of bones
- vitamin D; important for calcium absorption
- vitamin K; adequate intake needed to facilitate bone development
- vitamin C; an essential factor for the synthesis of collagen that forms part of the structural framework of the bones
- phosphorus; together with calcium is a major mineral constituent of bone
- magnesium; found together with calcium and phosphorus in bones, thought to improve bone mineral density and enhance bone quality

All other valid points will be given credit. [4]

4



- 4 Explain the role of essential fatty acids in the diet. (AO1, AO2)
- they cannot be synthesised by the body and must come from the diet
  - essential for the maintenance of cell membranes
  - they make hormone-like substances such as prostaglandins and other eicosanoids which are involved in a number of functions in the body such as the clotting of the blood and regulation of cholesterol metabolism, stimulation of smooth muscle contraction, effects on the immune system and the nervous system
  - there is evidence that eating EFA reduces the risk of death from heart attacks by decreasing the tendency of the blood to clot

All other valid points will be given credit. [5]

5

- 5 Identify the differences between intrinsic and extrinsic sugars. (AO1, AO2)
- intrinsic sugars are naturally present and built into the cellular structure of food whereas extrinsic sugars are not incorporated in cell structure
  - intrinsic sugars, e.g. glucose and fructose are found in the cells of fruit and vegetables whereas extrinsic sugar may be from natural, unprocessed foods such as lactose in milk or more frequently from refined or processed foods such as table sugar, fruit juices, and manufactured foods with added sugar
  - a high intake of extrinsic sugars apart from lactose is associated with dental caries whereas when intrinsic sugars are eaten as part of the cellular structure of food, as with fruit, there is no adverse affect on health

All other valid points will be given credit. [5]

5

6 Discuss a range of factors that can affect the bioavailability of iron in the body. (AO1, AO2, AO3)

AVAILABLE  
MARKS

**Mark Band ([0]–[2])**

Overall impression: basic

- inadequate knowledge and understanding of the bioavailability of iron
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss a range of factors that can affect the bioavailability of iron in the body
- demonstrates a limited ability to select an appropriate range of factors
- quality of written communication is basic

**Mark Band ([3]–[5])**

Overall impression: competent

- reasonable knowledge and understanding of the bioavailability of iron
- demonstrates a good ability to apply appropriate knowledge and understanding to the question
- demonstrates a good ability to discuss a range of factors that can affect the bioavailability of iron in the body
- demonstrates a good ability to select an appropriate range of factors
- quality of written communication is competent

**Mark Band ([6]–[8])**

Overall impression: highly competent

- clear knowledge and understanding of the bioavailability of iron
- demonstrates a very good ability to apply appropriate knowledge and understanding to the question
- demonstrates a very good ability to discuss a range of factors that can affect the bioavailability of iron in the body
- demonstrates a very good ability to select an appropriate range of factors
- quality of written communication is very effective

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

- type of iron present; foods such as meat contain haem iron which the body can absorb readily, whereas plant foods contain non-haem iron, which is less easily absorbed
- inhibiting factors; phytates in whole grain cereals, polyphenols in tea and coffee, oxalic acid in spinach and chocolate and phosphates in egg can all bind with iron and make it unavailable for absorption
- promoting factors; presence of vitamin C can assist iron absorption from plant sources
- nutritional status of the individual; more iron absorbed in response to particular physiological circumstances, e.g. pregnancy

All other valid points will be given credit.

[8]

8

7 Explain the nutritional importance of combining foods to give an appropriate balance of amino acids. Give examples to illustrate your answer.

**Mark Band ([0]–[2])**

Overall impression: basic

- inadequate knowledge and understanding of protein complementation
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to explain the nutritional importance of combining food to give an appropriate balance of amino acids
- demonstrates a limited ability to select appropriate examples
- quality of written communication is basic

**Mark Band ([3]–[5])**

Overall impression: competent

- reasonable knowledge and understanding of protein complementation
- demonstrates a good ability to apply appropriate knowledge and understanding to the question
- demonstrates a good ability to explain the nutritional importance of combining food to give an appropriate balance of amino acids
- demonstrates a good ability to select appropriate examples
- quality of written communication is competent

**Mark Band ([6]–[8])**

Overall impression: highly competent

- clear knowledge and understanding of protein complementation
- demonstrates a very good ability to apply appropriate knowledge and understanding to the question
- demonstrates a very good ability to explain the nutritional importance of combining foods to give an appropriate balance of amino acids
- demonstrates a very good ability to select appropriate examples
- quality of written communication is very effective

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

- biological value (BV); this is a measure of a protein quality and foods with a higher number of the indispensable amino acids have a higher BV
- combining foods; when two different proteins are mixed, one protein food may have a surplus of an amino acid which is limiting in another food
- examples; complementation are bread and cheese, the lysine deficiency in bread is made good by the excess in cheese, this creates an appropriate balance of amino acids

All other valid points will be given credit.

[8]

8

8 Evaluate the decision to breastfeed in relation to the health of the baby. (AO1, AO2, AO3)

AVAILABLE  
MARKS

**Mark Band ([0]–[2])**

Overall impression: basic

- inadequate knowledge and understanding of the health benefits to baby of breastfeeding
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to identify health issues in relation to breastfeeding
- demonstrates a limited ability to evaluate the decision to breastfeed in relation to health of the baby
- quality of written communication is basic

**Mark Band ([3]–[5])**

Overall impression: competent

- reasonable knowledge and understanding of the health benefits to baby of breastfeeding
- demonstrates a good ability to apply appropriate knowledge and understanding to the question
- demonstrates a good ability to identify health issues in relation to breastfeeding
- demonstrates a good ability to evaluate the decision to breastfeed in relation to health of the baby
- quality of written communication is competent

**Mark Band ([6]–[8])**

Overall impression: highly competent

- clear knowledge and understanding of the health benefits to baby of breastfeeding
- demonstrates a very good ability to apply appropriate knowledge and understanding to the question
- demonstrates a very good ability to identify health issues in relation to breastfeeding
- demonstrates a very good ability to evaluate the decision to breastfeed in relation to health of the baby
- quality of written communication is highly competent

**Some examples of suitable points to be evaluated by the candidate:**

- physical health; breastfeeding may impact on future health of the baby, possible advantages include less allergic disease, lower cholesterol levels, less obesity and heart disease
- cognitive development; studies show a significant and positive association with breastfeeding and educational attainment
- emotional health; bond with mother, feelings of security nurtured
- nutrition; breastfeeding provides nutrients in the correct proportion for the baby; digestion and absorption of nutrients is more efficient, e.g. fat, iron, zinc, folate, B12
- immune system, breast milk contains a range of substances that enhance the immune system of the baby
- maternal lifestyle; human milk can contain substances which can be passed through the mother such as drugs, alcohol, nicotine and pollutants
- nutritional status of mother; the nutrient content of human milk depends on maternal nutrition

All other valid points will be given credit.

[8]

**Section A**

AVAILABLE  
MARKS

8

45

- 9 (a) Statistics from the British Dental Association revealed that in 2004 60% of five-year-old children in Northern Ireland had experienced tooth decay, rising to 80% by the age of 15

*[http://news.bbc.co.uk/1/hi/northern\\_ireland/3615750.stm](http://news.bbc.co.uk/1/hi/northern_ireland/3615750.stm)*

Discuss a range of dietary factors that parents should consider to reduce the incidence of tooth decay in this age group (AO1, AO2, AO3)

**Mark Band ([0]–[3])**

Overall impression: basic

- inadequate knowledge and understanding of dietary factors related to oral health
- demonstrates a limited ability to apply knowledge and understanding to the question
- demonstrates a limited ability to discuss a range of dietary factors that parents should consider to reduce the incidence of tooth decay in this age group
- demonstrates a limited ability to select specific dietary factors to reduce tooth decay for this age group
- quality of written communication is basic

**Mark Band ([4]–[7])**

Overall impression: competent

- reasonable knowledge and understanding of dietary factors related to oral health
- demonstrates a good ability to apply knowledge and understanding to the question
- demonstrates a good ability to discuss a range of dietary factors that parents should consider to reduce the incidence of tooth decay in this age group
- demonstrates a good ability to select specific dietary factors to reduce tooth decay for this age group
- quality of written communication is competent

**Mark Band ([8]–[10])**

Overall impression: highly competent

- clear knowledge and understanding of dietary factors related to oral health
- demonstrates a very good ability to apply knowledge and understanding to the question
- demonstrates a very good ability to discuss a range of dietary factors that parents should consider to reduce the incidence of tooth decay in this age group
- demonstrates a very good ability to select specific dietary factors to reduce tooth decay for this age group
- quality of written communication is highly competent

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

- sugar; the regularity of sugar intake must be monitored as the more frequently sugars are consumed, the greater the time during which the tooth is exposed to low pH levels at which demineralisation occurs
- milk and milk products; ensuring children have an adequate intake of milk and milk products which are high in calcium and phosphate, this encourages remineralisation; cheese can raise pH values in the mouth
- fruit juice; do not encourage frequent consumption of fruit juice as the sugars are no longer held in the cells of the fruit, meaning fruit juice can be associated with caries development; encourage the drinking of water or milk between meals to reduce raised acid levels in the mouth
- fluoride; supplementation may be considered for younger children in this age group as it is important in protecting against dental caries and makes teeth more resistant to decay
- food labels; parents can check ingredients list and nutritional information on labels about the sugar content of a food

All other valid points will be given credit.

[10]

- (b) Discuss the possible consequences to health of school children and adolescents who have an insufficient intake of iron, calcium and zinc. (AO1, AO2, AO3)

AVAILABLE  
MARKS

**Mark Band ([0]–[5])**

Overall impression: basic

- inadequate knowledge and understanding of iron, calcium and zinc
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss the possible consequences to health of school children and adolescents who have an insufficient intake of iron, calcium and zinc
- demonstrates a limited ability to select information relating to possible consequences to health of an insufficient intake of these micronutrients
- quality of written communication is basic

**Mark Band ([6]–[10])**

Overall impression: competent

- reasonable knowledge and understanding of iron, calcium and zinc
- demonstrates a good ability to apply appropriate knowledge and understanding to the question
- demonstrates a good ability to discuss the possible consequences to health of school children and adolescents who have an insufficient intake of iron, calcium and zinc
- demonstrates a good ability to select information relating to possible consequences to health of an insufficient intake of these micronutrients
- quality of written communication is competent

**Mark Band ([11]–[15])**

Overall impression: highly competent

- clear knowledge and understanding of iron, calcium and zinc
- demonstrates a very good ability to apply appropriate knowledge and understanding to the question
- demonstrates a very good ability to discuss the possible consequences to health of school children and adolescents who have an insufficient intake of iron, calcium and zinc
- demonstrates a very good ability to select information relating to possible consequences to health of an insufficient intake of these micronutrients
- quality of written communication is highly competent



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

**Iron**

- low red blood count; for school children and teenagers this can cause symptoms of anaemia, including fatigue, and participation in physical activities may be affected
- iron deficiency anaemia; affects cognitive ability making it difficult to concentrate

**Calcium**

- bone density; low intakes of calcium may impact on bone density making it difficult to achieve peak bone mass thus making osteoporosis a greater risk in adulthood

**Zinc**

- growth; low intakes of zinc can impair growth which can lead to a small build, reproductive development can be affected and delayed puberty can be a consequence
- immune system; low intakes of iron and zinc can affect immunity

All other valid points will be given credit.

[15]

25

AVAILABLE  
MARKS

10 (a) Discuss the specific nutritional requirements of people aged over 65 years. (AO1, AO2, AO3)

AVAILABLE  
MARKS

**Mark Band ([0]–[3])**

Overall impression: basic

- inadequate knowledge and understanding of specific nutritional requirements of people aged over 65 years
- demonstrates a limited ability to apply knowledge and understanding to the question
- demonstrates a limited ability to discuss the specific nutritional requirements of people aged over 65 years
- demonstrates a limited ability to select specific nutritional requirements for this age group
- quality of written communication is basic

**Mark Band ([4]–[7])**

Overall impression: competent

- reasonable knowledge and understanding of specific nutritional requirements of people aged over 65 years
- demonstrates a good ability to apply knowledge and understanding to the question
- demonstrates a good ability to discuss the specific nutritional requirements of people aged over 65 years
- demonstrates a good ability to select specific nutritional requirements for this age group
- quality of written communication is competent

**Mark Band ([8]–[10])**

Overall impression: highly competent

- clear knowledge and understanding of specific nutritional requirements of people aged over 65 years
- demonstrates a very good ability to apply knowledge and understanding to the question
- demonstrates a very good ability to discuss the specific nutritional requirements of people aged over 65 years
- demonstrates a very good ability to select specific nutritional requirements for this age group
- quality of written communication is highly competent

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

- energy; needs decrease with age due to reduction in physical activity levels and decrease in basal metabolism
- protein; protein synthesis, turnover and breakdown all decrease with advancing age; the protein density of the diet should be greater, during periods of illness or immobilisation needs may be higher
- antioxidant nutrients; selenium, vitamin A, C and E may play a role in prevention of diseases such as CHD, cataracts and some cancers
- vitamins; vitamin C needed for maintenance of healthy connective tissue and deficiency can result in poor wound healing and for immune system; vitamin D may be deficient due to lack of exposure to sunlight and reduced vitamin D synthesis in the ageing skin
- minerals; iron and zinc are important due to absorption being reduced at this stage in life cycle, iron deficiency anaemia is a risk, zinc is important for immune system

All other valid points will be given credit.

[10]

- (b) Consider the arguments for and against supplementation in the diets of older people. (AO1, AO2, AO3)

AVAILABLE  
MARKS

**Mark Band ([0]–[5])**

Overall impression: basic

- inadequate knowledge and understanding of the arguments for and against dietary supplementation in older people
- demonstrates a limited ability to apply knowledge and understanding to the question
- demonstrates a limited ability to analyse the issues that affect the diets of older people
- demonstrates a limited ability to present the arguments for and against supplementation for this age group
- quality of written communication is basic

**Mark Band ([6]–[10])**

Overall impression: competent

- reasonable knowledge and understanding of the arguments for and against dietary supplementation in older people
- demonstrates a good ability to apply knowledge and understanding to the question
- demonstrates a good ability to analyse the issues that affect the diets of older people
- demonstrates a good ability to present the arguments for and against supplementation for this age group
- quality of written communication is competent

**Mark Band ([11]–[15])**

Overall impression: highly competent

- clear knowledge and understanding of the arguments for and against dietary supplementation in older people
- demonstrates a very good ability to apply knowledge and understanding to the question
- demonstrates a very good ability to analyse the issues that affect the diets of older people
- demonstrates a very good ability to present the arguments for and against supplementation for this age group
- quality of written communication is highly competent

**Some examples of suitable points to be considered by the candidate:**

Arguments for:

- vulnerable group: may have issues that affect food intake, e.g. poor appetite, small portions, income, illness, mobility
- if housebound; vitamin D would be beneficial since they may not be exposed to sufficient sunlight
- bone density and ageing; calcium supplements may be necessary to minimise loss of bone density
- problems with dentition; if intakes of red meat are low due to poor dentition iron supplements may be useful
- income; if fresh fruit and vegetables cannot be purchased due to low income a vitamin C supplement may be necessary
- medication; supplementation may be necessary if drug interactions with nutrients prevents absorption

Arguments against:

- income: supplements can be expensive for those on a low income
- absorption; caution with supplementation may be necessary to ensure absorption of nutrients is not compromised, e.g. iron and zinc

All other valid points will be given credit.

[15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

25

**25**

**70**



New  
Specification



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2009**

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**Home Economics**  
**Assessment Unit AS 2**

*assessing*

Priority Health Issues

**[AN121]**

**FRIDAY 22 MAY, MORNING**

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**MARK  
SCHEME**

## Section A

AVAILABLE  
MARKS

- 1 (a) Explain the current theories linked to the increased prevalence of overweight and obesity. (AO1, AO2, AO3)

### Mark Band ([0]–[3])

Overall impression: basic

- inadequate knowledge and understanding of overweight and obesity
- demonstrates knowledge and understanding of a limited range of current theories linked to overweight and obesity
- quality of written communication is basic

### Mark Band ([4]–[7])

Overall impression: competent

- reasonable knowledge and understanding of overweight and obesity
- demonstrates knowledge and understanding of a reasonable range of current theories linked to overweight and obesity
- quality of written communication is competent

### Mark Band ([8]–[10])

Overall impression: highly competent

- clear knowledge and understanding of overweight and obesity
- demonstrates knowledge and understanding of a good range of current theories linked to overweight and obesity
- quality of written communication is highly competent

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

- consumption of high energy density foods; foods rich in fat and sugar such as chocolate, biscuits and cakes have a high energy value, comfort eating and busy lifestyles have led to increased consumption of these foods
- changes in eating behaviour; the wide availability of processed foods and take away food that are both convenient and highly palatable increases energy intake
- reduced physical activity; risk of obesity is increased when activity falls below certain levels so that energy input exceeds output, currently work related activity is low, and leisure pursuits are becoming more sedentary
- psychological factors; people with mental and emotional problems tend to find solace in food and often overeat on high fat, high sugar foods
- sleep patterns; impact on appetite, hunger and energy expenditure due to hormonal changes in leptin and ghrelin levels.

All other valid points will be given credit.

[10]



- (b) Outline some of the health risks associated with overweight and obesity. (AO1, AO2, AO3)

AVAILABLE  
MARKS

**Mark Band ([0]–[3])**

Overall impression: basic

- inadequate knowledge and understanding of overweight and obesity
- demonstrates ability to identify a limited range of relevant health risks associated with overweight and obesity
- quality of written communication is basic

**Mark Band ([4]–[7])**

Overall impression: competent

- reasonable knowledge and understanding of overweight and obesity
- demonstrates ability to identify a good range of relevant health risks associated with overweight and obesity
- quality of written communication is competent

**Mark Band ([8]–[10])**

Overall impression: highly competent

- clear knowledge and understanding of overweight and obesity
- demonstrates ability to identify a very good range of relevant health risks associated with overweight and obesity
- quality of written communication is highly competent

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

- Type II diabetes; this may develop slowly as the body develops insulin resistance or reduced sensitivity
- cancers; link between being overweight and certain types of cancer, e.g. breast, ovary, cervix, endometrium, prostate, colon and rectum
- cardiovascular disease; overweight people are more likely to have high blood pressure and very high levels of blood cholesterol
- respiratory problems; excess weight places restrictions on the lungs causing difficulties in breathing, walking and exercising
- mental health problems; being overweight can affect body image and cause low self-esteem potentially leading to low self esteem or other mental health issues

All other valid points will be given credit.

[10]

20

- 2 (a) Outline the current targets for promoting good sexual health in Northern Ireland. (AO1, AO2, AO3)

**Mark Band ([0]–[3])**

Overall impression: basic

- demonstrates a limited ability to apply knowledge and understanding to the question
- demonstrates a limited ability to outline the current targets for promoting good sexual health in Northern Ireland
- demonstrates a limited ability to accurately select current targets for promoting good sexual health in Northern Ireland
- quality of written communication is basic

**Mark Band ([4]–[7])**

Overall impression: competent

- demonstrates a good ability to apply knowledge and understanding to the question
- demonstrates a good ability to outline the current targets for promoting good sexual health in Northern Ireland
- demonstrates a good ability to accurately select current targets for promoting good sexual health in Northern Ireland
- quality of written communication is competent

**Mark Band ([8]–[10])**

Overall impression: highly competent

- demonstrates a very good ability to apply knowledge and understanding to the question
- demonstrates a very good ability to outline the current targets for promoting good sexual health in Northern Ireland
- demonstrates a very good ability to accurately select current targets for promoting good sexual health in Northern Ireland
- quality of written communication is highly competent

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

- 92% of 11–16 year olds should not have experienced sexual intercourse by 2013
- a reduction of 25% in the rate of births to teenage mothers under 17 years of age by 2013
- by March 2008, all patients assessed as clinically urgent to access specialist Genito–Urinary Medicine/Sexual Health services within two working days
- a reduction of 25% in the number of new episodes of gonorrhoea by 2013

All other valid points will be given credit.

[10]

- (b) Discuss some of the steps the government has taken to address the issue of teenage pregnancy in Northern Ireland. (AO1, AO2, AO3)

AVAILABLE  
MARKS

**Mark Band ([0]–[3])**

Overall impression: basic

- inadequate knowledge and understanding of teenage pregnancy in Northern Ireland
- demonstrates a limited ability to apply knowledge and understanding to the question
- demonstrates a limited ability to discuss some of the steps taken by the government to reduce teenage pregnancy in Northern Ireland
- demonstrates a limited ability to select specific steps taken by the government to address this issue
- quality of written communication is basic

**Mark Band ([4]–[7])**

Overall impression: competent

- reasonable knowledge and understanding of teenage pregnancy in Northern Ireland
- demonstrates a good ability to apply knowledge and understanding to the question
- demonstrates a good ability to discuss some of the steps taken by the government to reduce teenage pregnancy in Northern Ireland
- demonstrates a good ability to select specific steps taken by the government to address this issue
- quality of written communication is competent

**Mark Band ([8]–[10])**

Overall impression: highly competent

- clear knowledge and understanding of teenage pregnancy in Northern Ireland
- demonstrates a very good ability to apply knowledge and understanding to the question
- demonstrates a very good ability to discuss some of the steps taken by the government to reduce teenage pregnancy in Northern Ireland
- demonstrates a very good ability to select specific steps taken by the government to address this issue
- quality of written communication is highly competent

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

- the development of strategies and action plans to address issues relating to teenage pregnancy
- Sexual Health Promotion Strategy and Action Plan 2008–2013; the strategy aims to improve, protect and promote the sexual health and well being of the population
- improving services; family planning services tailored to the needs of all young people and initiatives targeted where teenage pregnancy rates are highest
- education; personal development incorporating relationship and sexuality education (RSE) now compulsory in schools to provide young people with the knowledge and skills to make informed decisions about sexual health matters
- funding; DHSSPS have made funding available to support initiatives focusing on teenage pregnancy in local areas
- public information and education campaigns
- training of professionals/adults who work with teenagers

All other valid points will be given credit

[10]

**Section A**

**AVAILABLE  
MARKS**

20

**20**

## Section B

AVAILABLE  
MARKS

- 3 Discuss a range of factors which may increase the risk of mental or emotional health problems for children and young people.  
(AO1, AO2, AO3)

### Mark Band ([0]–[5])

Overall impression: basic understanding

- inadequate knowledge and understanding of mental or emotional health problems
- demonstrates a limited ability to apply knowledge and understanding to the question
- demonstrates ability to select a limited range of specific factors relevant to children and young people
- demonstrates a limited ability to discuss these factors
- quality of written communication is basic

### Mark Band ([6]–[10])

Overall impression: minimally competent

- some knowledge and understanding of mental or emotional health problems
- demonstrates ability to apply knowledge and understanding to the question
- demonstrates ability to select a reasonable range of specific factors relevant to children and young people
- demonstrates some ability to discuss these factors
- quality of written communication is adequate

### Mark Band ([11]–[15])

Overall impression: competent

- reasonable knowledge and understanding of mental or emotional health problems
- demonstrates a good ability to apply knowledge and understanding to the question
- demonstrates ability to select a good range of specific factors relevant to children and young people
- demonstrates a good ability to discuss these factors
- quality of written communication is competent.

### Mark Band ([16]–[20])

Overall impression: highly competent

- clear knowledge and understanding of mental or emotional health problems
- demonstrates a very good ability to apply knowledge and understanding to the question
- demonstrates ability to select a very good range of specific factors relevant to children and young people
- demonstrates a very good ability to discuss these factors
- quality of written communication is highly competent

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

- risk factors within the child; factors about children and young people themselves can impact on their mental health, e.g. how they feel about themselves, their temperament, genetically inherited syndrome, learning or physical disabilities
- family risk factors; the family has a great impact both good and bad on the mental health of a child, divorce and separation may cause the child sadness, disappointment feelings of rejection and insecurity
- bereavement; if a child or young person loses someone significant whether that is a parent, grandparent, sibling it can result in a range of emotions
- domestic violence; this may have an impact on a child both in terms of witnessing violence and being physically hurt themselves, the child may become anxious, depressed or have difficulties forming relationships
- parental illness; the parent may be physically or mentally ill, which may impact on their ability to support the child, the young person may have to shoulder the caring responsibilities
- school problems; bullying can affect child's self-esteem making them afraid to go to school or even depressed, peer pressure and exam stress may result in poor mental health
- lack of money for teenagers; may limit their independence leading to frustration
- problems with relationships; young people may worry about their relationship with a boyfriend/girlfriend that may cause emotional upset, stress, sleep disorders or self-harm, especially if the relationship is to end
- alcohol and drug use; teenagers may become anxious or depressed as a result of excessive alcohol or drug use
- appearance; concerns about appearance and 'being different' can lead to low self-esteem and related issues

All other valid points will be given credit.

[20]

20

AVAILABLE  
MARKS

- 4 Examine two regional campaigns that have been designed to improve dietary health in Northern Ireland. (AO1, AO2, AO3)

**Mark Band ([0]–[5])**

Overall impression: basic understanding

- inadequate knowledge and understanding of regional campaigns that focus on dietary health issues
- demonstrates a limited ability to apply knowledge and understanding to the question
- demonstrates a limited ability to examine regional campaigns that focus on dietary health in Northern Ireland
- demonstrates a limited ability to select two specific campaigns linked to improving dietary health in Northern Ireland
- quality of written communication is basic

**Mark Band ([6]–[10])**

Overall impression: minimally competent

- some knowledge and understanding of regional campaigns that focus on dietary health issues
- demonstrates ability to apply knowledge and understanding to the question
- demonstrates some ability to examine regional campaigns that focus on dietary health in Northern Ireland
- demonstrates some ability to select two specific campaigns linked to improving dietary health in Northern Ireland
- quality of written communication is adequate

**Mark Band ([11]–[15])**

Overall impression: competent

- reasonable knowledge and understanding of regional campaigns that focus on dietary health issues
- demonstrates a good ability to apply knowledge and understanding to the question
- demonstrates a good ability to examine regional campaigns that focus on dietary health in Northern Ireland
- demonstrates a good ability to select two specific campaigns linked to improving dietary health in Northern Ireland
- quality of written communication is competent.

**Mark Band ([16]–[20])**

Overall impression: highly competent

- clear knowledge and understanding of regional campaigns that focus on dietary health issues
- demonstrates a very good ability to apply knowledge and understanding to the question
- demonstrates a very good ability to examine regional campaigns that focus on dietary health in Northern Ireland
- demonstrates a very good ability to select two specific campaigns linked to improving dietary health in Northern Ireland
- quality of written communication is highly competent

**Some examples of suitable points to be examined by the candidate:**

**AVAILABLE  
MARKS**

**Small change, big benefits**

- improving eating habits; aim of the campaign is to highlight the health risks of being overweight and to encourage adults to take steps to reduce and control their weight
- information; the campaign provided individuals with information to assess whether their body size presents a risk to health and inform that by making small changes this may lead to big benefits to health
- improving knowledge and understanding; enable people to select appropriate choices from the five food groups from The Balance of Good Health to help them achieve and maintain a healthy weight
- increasing physical activity; enable people to recognise the importance of regular physical activity for good health and a healthy weight
- strategies; leaflets and posters were produced for the target population (adults) with information on how to lose weight through sensible eating and increased physical activity

**Eat well to keep well**

- raising public awareness; aim of campaign is to inform adults that eating fruit and vegetables can help reduce the risk of some cancers as research indicated there was a low level of awareness of the link between diet and cancer
- eating five or more portions of fruit and vegetables; this can reduce the risk of cancer by up to 20%
- improving nutrition; raising awareness of nutritional benefits was one of the objectives of the campaign as fruit provides NSP and antioxidants which are associated with promoting dietary health and preventing some cancers
- strategies; television advertisements, leaflets, in store promotions in retail chains were devised to highlight the benefits of eating five portions of fruit and vegetables a day
- cancer and diet; the campaign aimed to encourage people to eat more fruit and vegetables as one third of all cancer deaths are related to diet, research also indicated the public wanted to receive information on this issue

All other valid points will be given credit.

[20]

20



- 5 Present and justify dietary and lifestyle advice that could reduce the risk of some cancers. (AO1, AO2, AO3)

AVAILABLE  
MARKS

**Mark Band ([0]–[5])**

Overall impression: basic understanding

- inadequate knowledge and understanding of cancer prevention
- demonstrates knowledge and understanding of a limited range of dietary and lifestyle advice for reducing some cancers
- demonstrates a limited ability to justify this advice
- quality of written communication is basic

**Mark Band ([6]–[10])**

Overall impression: minimally competent

- some knowledge and understanding of cancer prevention
- demonstrates knowledge and understanding of a reasonable range of dietary and lifestyle advice for reducing some cancers
- demonstrates some ability to justify this advice
- quality of written communication is adequate

**Mark Band ([11]–[15])**

Overall impression: competent

- reasonable knowledge and understanding of cancer prevention
- demonstrates knowledge and understanding of a good range of dietary and lifestyle advice for reducing some cancers
- demonstrates a good ability to justify this advice
- quality of written communication is competent

**Mark Band ([16]–[20])**

Overall impression: highly competent

- clear knowledge and understanding of cancer prevention
- demonstrates knowledge and understanding of a very good range of dietary and lifestyle advice for reducing some cancers
- demonstrates a very good ability to justify this advice
- quality of written communication is highly competent

**Some examples of suitable points to be presented and justified by the candidate:**

- fat intake; fat has been described as a promoter of carcinogenesis, it is associated with a development of breast, colon and prostate
- increase non-starch polysaccharide; higher fibre intakes from cereals, vegetables and fruit provide some protection against cancer of colon and rectum; NSP increases bulk which increases transit time through the colon dilutes harmful carcinogenic substances and ensures they are in contact with the colonic mucosa for a shorter time.
- protection by antioxidants; vitamins C, E and carotenoids and selenium can protect against cancers of the digestive and respiratory tracts by neutralising free radical action
- consume five portions of fruit and vegetables a day; they provide NSP, antioxidants and other substances such as lycopene and flavanols which may provide some protection against cancers of the stomach and large bowel
- maintain a healthy weight within BMI range; obesity is strongly associated with an increased risk of breast cancer in women
- limit amounts of red and processed meat; lowering red and processed meat, e.g. beef, pork, lamb, sausages, cured meat reduces the risk of colorectal cancer and may reduce the risk of cancers to the breast, lung, prostate and pancreas
- regular physical activity; moderate physical activity for 30 minutes each day could be beneficial by influencing the immune system and reducing tumour development
- limit alcohol consumption; there is an association between consumption of alcohol and cancer of the throat, mouth and oesophagus, alcoholic drinks should be limited to two for men and one for women a day
- reduce smoking; heavy smoking increases the risk of developing lung cancer
- reduce stressful situations; stress can lead to unhealthy behaviours such as smoking, overeating and heavy drinking, these behaviours can lead to cancer

All other valid points will be given credit.

[20]

**Section B**

**Total**

**AVAILABLE  
MARKS**

20

**40**

**60**



