

Home Economics (Food, Nutrition and Health)

Advanced Subsidiary GCE

Unit **G001**: Society and Health

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

1		281	?	Unclear
2		31	BOD	Benefit of doubt
3		1071	Caret	Caret sign to show omission
4		501	NAQ	Not answered question
5		271	REP	Repeat
6		811	SEEN	Noted but no credit given
7		11	Tick	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)	1.7	1	
		(ii)	12.5	1	Accept 12.5 or 12.5%
		(iii)	14	1	
1	(b)		<p>Examples may include</p> <ul style="list-style-type: none"> • Gender (1) – gender specific illnesses eg CHD in men, osteoporosis in women.(1) • Genetic make-up (1) - genetic illness or condition eg sickle cell anaemia. (1) • Age (1) – living longer, age related illnesses or conditions (1) • Exercise (1) – lack of exercise increases risk of diet related illnesses/obesity.(1) • Diet/poor diet/fast food/qualify ready meals (1) – poor diet increases chance of CHD/obesity/high blood pressure. • Drugs (1) – can lead to addiction, spend money on drugs rather than food.(1) Mental health issues (1) • Smoking (1) – links to cancer etc. (1) • Sexual activity,(1) – risk of STIs (1) • Support and care of friends and family (1) – lack of may result in mental health issues / carers health may suffer due to focus on others (1) • Where we live/ work (1) – pollution, environmental issues.(1) • Access to health/ food/education (1) – links to income/ location (1) 	6	<p>1 mark for each factor 1 mark for each explanation</p> <p style="text-align: right;">3+3</p> <p>Each factor can only be credited once. Must be a factor to gain mark and description of the factor gains another mark. Any other relevant suggestions will be credited.</p>

Question		Answer	Mark	Guidance
1	(c)	<ul style="list-style-type: none"> State below which not possible to live healthy life (1) Minimum standards below which no one anywhere in the world should ever fall (1) Where you cannot afford basic necessities (1) such as sufficient food, clothing, warmth, shelter (1) 	2	Must give two different points to gain 2 marks
1	(d)	<ul style="list-style-type: none"> Having resources below the average (1) Excluded from ordinary living patterns and activities (1) Social exclusion, lack of items such as cars, phones, computers (1) Relative to where you live (1) 	2	Must give two different points to gain 2 marks
1	(e)	<p>Food Poverty -</p> <ul style="list-style-type: none"> The inability to buy enough food. (1) Cannot afford to buy food (1) May be because people lack shops in their area or have trouble reaching them. (1) Availability of a range of food in local shops. <p>Affect on Individual -</p> <ul style="list-style-type: none"> May lead to diet related disease (1) Malnutrition (1) Undernourished (1) Unable to create a balanced meal.(1) 	2	One mark for definition one mark for an effect.

Question		Answer	Mark	Guidance
1	(f)	<ul style="list-style-type: none"> • Young people - maybe unable to live with family due to tensions. • Drug users/ Alcoholics - causes unemployment and poverty. Sleep rough. • Mentally ill - not able to remain at home. • Leaving an institution - eg prison, no support for those leaving the institution. • Women - from abusive relationships/marital breakdown - leads to one partner moving out of home. • People who are in rent/mortgage arrears - home repossessed as they are unable to pay/evicted. • Asylum seekers- may have had to flee their home/country due to human rights issues. • Immigrants – No access to money/ benefits/ employment. 	6	<p>Do not accept disabled/elderly/children. 1 mark for group and 1 mark for reason.</p> <p style="text-align: right;">3+3</p>

Question		Answer	Mark	Guidance
1	(g)	<ul style="list-style-type: none"> • Stay with friends – (sofa surfing) -staying on a friend's sofa might be a good short-term solution. May affect your friendship in the longer term. Added financial burden for friends. • Refuges - shared accommodation for women who have experienced violence, threats or abuse from someone who lives with them or used to live with them. • Hostels and Night shelters -usually run by housing associations, charities such as YMCA or salvation army or local council. Hostels have to pay (from benefits), night shelters free. • Night - stop schemes – Night stop schemes provide emergency accommodation for young people 16-25 in the homes of ordinary people who have volunteered to help. Can usually only stay for one night at a time with each host. • Temporary Accommodation - such as B and B for the homeless or those likely to become homeless within 28 days. • Council/Local Authority provision – because homeless people are high priority. 	4	1 mark for housing option and 1 mark for description
		Total	25	

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> • Nuclear family – usually consists of two generations living together. Do not have daily contact with other family members e.g. grandparents. • Extended family - usually consists of three generations living together in the same household or living very close to other family members. Have daily contact with other family members. • Reconstituted (step) family- consists of a family unit in which one or both parents have been previously married and have children from that relationship. • Single/ Lone parent family- formed from single male or female parent and dependent children living together. Usually due to divorce or separation. • Gay and lesbian family – same-sex couple living together as family with children. • Single person household- person living on their own, eg elderly. • Multi person household –group of people living together in one household. Eg students • Couple – Two people living together either hetero/ homo sexual. 	10	<p>If communication is clear this will help inform the level.</p> <p>Credit will be given for all valid points</p>	<p>For each question in Section B</p> <p>A01 Demonstrate knowledge and understanding accounts for 3 marks</p> <p>A02 Apply knowledge and understanding and analyse problems accounts for 14 marks</p> <p>A03 Organise, evaluate and justify accounts for 8 marks</p> <p>Level 4 9-10 marks The candidates are able to describe a wide range of the different types of both families and households. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p>Level 3 6-8 marks The candidates are able to describe a range of different types of families and households. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>Level 2 3-5 marks The candidate gives superficial descriptions of the different types of families and households. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some errors in spelling punctuation and grammar.</p> <p>Level 1 1-2 marks The candidates are only able to show very limited understanding of the different types of families and households, showing limited understanding. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0 = no response worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> • Delayed marriage-more families cohabit so number of marriages declining. • Women have children later in life- fertility problems, due to women continuing education/career. • Fewer/no children- more women in labour market and so may be breadwinners. • Availability of contraception- more choice in when and how many children. • Delay in having children-gain material possessions/money/holidays. • Better educated- girls leave school with better qualifications, more women at university. • More women in the workforce- contribute to family income. • Equality in employment rights- discrimination should be a thing of the past although women still traditionally earn less than men. • Women still have most responsibility for childcare and housework – There is greater equality in homes. Men taking some responsibility for housework and raising family. Househusband. • Changes in social attitude- accepted that women will work, 	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 is able to explain fully a range of factors that contribute to both the changing role of women and its impact on household and family groups. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p>Level 3 9-12 marks The candidate gives a wide range of factors that contribute to the changing role of women and its impact on household 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>Level 2 5-8 marks The candidate gives a superficial explanation of a range of factors that contribute to the changing role of women and its impact on household and family groups. Some information will be relevant, with some subject specific terminology although not</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			more independent and may also file for divorce.			<p>always used appropriately. There may be some errors in spelling punctuation and grammar</p> <p>Level 1 1-4 marks The candidate is able to show very limited understanding of the factors that contribute to the changing role of women and its impact on household and family groups. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0 = no response worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> • Complements state provision. • Set up and run by members – accountable to members not public. • Often registered charities-tax relief on donations. Non profit making. • Make use of volunteers – maybe funded from government. • Provide service for those in need-make major contribution. • Meet unmet or minority needs-flexible and act quickly/ meet local needs. • Educate the public. • Raise funds. • Act as pressure group - alert authorities to gaps and are critical of service provided. • Age UK- helps the elderly. • Red Cross-healthcare and first aid. • Samaritans- help and support • Alcoholics Anonymous-support to those with alcohol problems • Drug dependency groups • MIND- helps those with mental health issues • Gingerbread groups-single parents offer support • WRVS- meals on wheels, help in hospitals • Day care centres/church groups/luncheon clubs. 	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 is able to describe a wide range of how voluntary provision can contribute to social care in the community. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p>Level 3 6-8 marks The candidate is able to describe a range of how voluntary provision can contribute to social care in the community. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 3-5 marks The candidate is able to provide a superficial description of how voluntary provision can contribute to social care in the community. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some errors in spelling</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>punctuation and grammar.</p> <p>Level 1 1-2 marks The candidate is only able to provide a limited description of how voluntary provision can contribute to social care in the community Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0 = no response worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> • NHS- provides primary and secondary care. Aims to prevent illness or problems getting worse and then referred to secondary care for further treatment. Also cares for eyes and teeth. • State Pension-basic amount of money provided for all based on NI contributions • Income support-for people who cannot work and don't have enough money to maintain a reasonable standard of living • Jobcentre plus allowances- Work-path programmes, access to work schemes, JSA, Job grants. • Employment support allowance- help if unable to work through illness or incapacity • Housing benefit/Council tax benefit-for those on low income help with all or part of rent/council tax • Carer's allowance- for anyone aged 16 or over and spend at least 35 hours a week caring for someone • Disability Living Allowance - is a tax-free benefit for children and adults who need help with personal care or have walking difficulties because they are physically or mentally disabled 	15	<p>If communication is clear this will help inform the level.</p> <p>Credit will be given for all valid points</p> <p>Answer must refer to both the financial and health needs of families</p>	<p>Level 4 13-15 marks The candidate is able to explain fully how the financial and health needs of families are met by the Welfare State. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p>Level 3 9-12 marks The candidate is able to explain in some detail how the financial and health needs of families are met by the Welfare State. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 5-8 marks The candidate gives a superficial explanation which may lack detail of how the financial and health needs of families are met by the Welfare State. 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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			<ul style="list-style-type: none"> • Attendance Allowance - tax-free benefit you may get if you're aged 65 or over and need help with personal care because you're physically or mentally disabled. • Child Benefit – Universal credit for each child. • Working tax credits – (replaced family tax) for people on a low income. • Child tax credits – for low income families with dependant children. 			<p>errors in spelling punctuation and grammar.</p> <p>Level 1 1-4 marks The candidate gives a very limited explanation of how the financial and health needs of families are met by the Welfare State. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0 = no response worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(a)	<p>Indicative content:</p> <p>Condition.</p> <ul style="list-style-type: none"> • Diet related disease which leads to reduction of bone density and demineralisation (thinning of bones) as we get older. Caused by calcium phosphates. • It is a multifactorial disease – related to hormone deficiency, family history, smoking, over exercising, dieting, thyroid problems, malabsorption problems such as coeliac/ Crohns disease. • More prone to fractures and unusual fractures which could lead to long term immobility. <p>Dietary Changes.</p> <ul style="list-style-type: none"> • Diet should contain calcium and vitamin D. • Calcium intake should be high when young. • Eat milk and dairy products. • Green veg., baked beans. Fish where the bones are eaten eg tinned salmon, nuts and dried fruit are high sources of calcium. • Vit. D from sunlight in summer. • Margarine, egg yolk and oily fish high sources of Vit. D. • Reduce amount of alcohol drunk. • Limit intake of caffeine. • Too much or too little protein may reduce the strength of bones and increase the risk of fracture. 	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 is able to describe in detail the condition and dietary changes required to deal with osteoporosis. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p>Level 3 6-8 marks The candidate is able to describe in some detail the condition and dietary changes required to deal with osteoporosis. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 3-5 marks The candidate is able to give superficial knowledge of the condition and dietary changes required to deal with osteoporosis. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some errors in spelling punctuation</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>and grammar.</p> <p>Level 1 1-2 marks The candidate is only able to show very limited understanding of the condition and dietary changes required to deal with osteoporosis. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0 = no response worthy of credit.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> Information given about health-at school and health centres Guidelines to parents, TV adverts. Change 4 life. Try or stop people buying unhealthy food, cigarettes and alcohol. Schools – provide healthy food, school nurse, sport and exercise. Guidelines to parents relating to healthy meals and choices. School dinners have to follow nutritional guidelines. 5 a day- logo to promote five portions of fruit and veg. School fruit and veg. scheme-for 4-6 year olds one free piece of fruit or veg. each day Restricted adverts during children's TV time. Clearer labelling- for parents to improve children's food choices. Sure start – guidelines for parents on healthy family living, including diet, exercise, smoking, parenting classes. Parents should be role models. Healthy start – Free vouchers which can be swapped for milk, fruit and Veg, vitamin supplements up until the age of 4. Encouraging exercise-taking children on walks, keeping children 	15	<p>If communication is clear this will help inform the level.</p> <p>Credit will be given for all valid points, and for all other local initiatives.</p>	<p>Level 4 13-15 marks The candidate is able to explain fully how families with young children are encouraged to follow a healthy lifestyle. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p>Level 3 9-12 marks The candidate is able to explain in some detail how families with young children are encouraged to follow a healthy lifestyle. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 5-8 marks The candidate gives a superficial explanation which may lack detail of how families with young children are encouraged to follow a healthy lifestyle. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>away from pollution. WOW scheme, walking bus, credit given for other initiatives.</p> <ul style="list-style-type: none"> • Extended Schools – Extended day to include breakfast clubs. • Stay safe –road safety, safety in the home, stability at home. • Healthy lives, healthy people is a new government initiative. • Eat well plate – to encourage us to eat balanced meals in the correct proportions. • The eight government dietary guidelines. 			<p>errors in spelling punctuation and grammar.</p> <p>Level 1 1-4 marks The candidate gives a very limited explanation how families with young children are encouraged to follow a healthy lifestyle. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0 = no response worthy of credit.</p>

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