



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2013**

Home Economics
Assessment Unit AS 2

assessing

Priority Health Issues

[AN121]

WEDNESDAY 29 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

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

The Purpose of Mark Schemes

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

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

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

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

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

Section A

AVAILABLE
MARKS

- 1 (a) Explain the reasons why Northern Ireland needs a Sexual Health Promotion Strategy. (AO1, AO2, AO3)

Mark Band ([0]–[3])

Overall impression: basic

- inadequate knowledge and understanding of the reasons why Northern Ireland needs a Sexual Health Promotion Strategy
- demonstrates a limited ability to apply this knowledge and understanding to the question
- demonstrates a limited ability to explain the reasons why Northern Ireland needs a Sexual Health Promotion Strategy
- quality of written communication is basic

Mark Band ([4]–[7])

Overall impression: reasonable to good

- reasonable to good knowledge and understanding of the reasons why Northern Ireland needs a Sexual Health Promotion Strategy
- demonstrates a reasonable to good ability to apply this knowledge and understanding to the question
- demonstrates a reasonable to good ability to explain the reasons why Northern Ireland needs a Sexual Health Promotion Strategy
- quality of written communication is reasonable to good

Mark Band ([8]–[10])

Overall impression: very good to highly competent

- clear knowledge and understanding of the reasons why Northern Ireland needs a Sexual Health Promotion Strategy
- demonstrates a very good to highly competent ability to apply this knowledge and understanding to the question
- demonstrates a very good to highly competent ability to explain the reasons why Northern Ireland needs a Sexual Health Promotion Strategy
- quality of written communication is very good to highly competent

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

- poor sex education; perceptions of sexuality can become distorted as parents or teachers are embarrassed to discuss sexual issues, hence a strategy is needed to educate and develop healthy attitudes towards sex
- STIs; since NI has high rates of sexually transmitted infections (STIs), a strategy is needed to reduce the number of STIs and to promote services available
- increased promiscuity; some individuals have sexual relationships from a younger age and may have multiple partners which can cause poor sexual health

- teenage pregnancies; research by Family Planning Association (FPA) shows that NI has a high rate of teenage pregnancies and that young people in NI are less likely to use contraception, this also increases the risk of sexually transmitted infections
- distorted messages; a strategy is needed to support the work of individuals, schools and other health professionals to balance misleading or distorted messages from the media

All other valid points will be given credit

[10]

- (b) Outline how the Sexual Health Promotion Strategy for Northern Ireland is being implemented. (AO1, AO2, AO3)

Mark Band ([0]–[3])

Overall impression: basic

- inadequate knowledge and understanding of the Sexual Health Promotion Strategy for Northern Ireland
- demonstrates a limited ability to apply this knowledge and understanding to the question
- demonstrates a limited ability to outline how the strategy is being implemented
- quality of written communication is basic

Mark Band ([4]–[7])

Overall impression: reasonable to good

- reasonable to good knowledge and understanding of the Sexual Health Promotion Strategy for Northern Ireland
- demonstrates a reasonable to good ability to apply this knowledge and understanding to the question
- demonstrates a reasonable to good ability to outline how the strategy is being implemented
- quality of written communication is reasonable to good

Mark Band ([8]–[10])

Overall impression: very good to highly competent

- clear knowledge and understanding of the Sexual Health Promotion Strategy for Northern Ireland
- demonstrates a very good to highly competent ability to apply this knowledge and understanding to the question
- demonstrates a very good to highly competent ability to outline how the strategy is being implemented
- quality of written communication is very good to highly competent

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

- prevention; raising awareness of good sexual health and well-being via public information campaigns and education and RSE lessons in schools
- training; specialist training for professionals so they are competent, knowledgeable and have the relevant skills to deal with a range of situations related to sexual health, e.g. counselling
- services; providing information on services and to improve the accessibility, e.g. improve access and waiting times for GUM clinics, developing the HPV immunisation, introduce Chlamydia testing
- research; work with universities to fund and commission research for specific local areas and target specific areas for concern, e.g. commercial sex workers

All other valid points will be given credit

[10]

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- 2 (a) Outline the rationale behind the advice to reduce the consumption of non-milk extrinsic sugars (NMES) in the diet.

Mark Band ([0]–[3])

Overall impression: basic

- inadequate knowledge and understanding of the advice to reduce NMES in the diet
- demonstrates a limited ability to apply knowledge and understanding to the question
- demonstrates a limited ability to outline the rationale for this advice
- quality of written communication is basic

Mark Band ([4]–[7])

Overall impression: reasonable to good

- reasonable to good knowledge and understanding of the advice to reduce NMES in the diet
- demonstrates a reasonable to good ability to apply knowledge and understanding to the question
- demonstrates a reasonable to good ability to outline the rationale for this advice
- quality of written communication is reasonable to good

Mark Band ([8]–[10])

Overall impression: very good to highly competent

- clear knowledge and understanding of the advice to reduce NMES in the diet
- demonstrates a very good to highly competent ability to apply knowledge and understanding to the question
- demonstrates a very good to highly competent ability to outline the rationale for this advice
- quality of written communication is very good to highly competent

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

- obesity; a low consumption of NMES may contribute to a reduction in obesity levels since foods high in NMES are highly palatable, energy dense and stored as fat; and so a reduction of NMES can help to reduce the risk of obesity and other related conditions
- dental health; NMES are directly related to the high incidence of dental caries and gum disease in Northern Ireland and a reduction in NMES is likely to improve dental health
- blood sugars; NMES raise blood sugars very quickly placing extra demands on insulin and the pancreas, a reduction of NMES can improve glucose tolerance and may help to prevent and manage diabetes

All other valid points will be given credit

[10]

(b) Explain how an understanding of the glycemic index of foods can help in the management of diabetes.

Mark Band ([0]–[3])

Overall impression: basic

- inadequate knowledge and understanding of the glycemic index
- demonstrates a limited ability to apply knowledge and understanding to the question
- demonstrates a limited ability to explain how the glycemic index can help in the management of diabetes
- quality of written communication is basic

Mark Band ([4]–[7])

Overall impression: reasonable to good

- reasonable to good knowledge and understanding of the glycemic index
- demonstrates a reasonable to good ability to apply knowledge and understanding to the question
- demonstrates a reasonable to good ability to explain how the glycemic index can help in the management of diabetes
- quality of written communication is reasonable to good

Mark Band ([8]–[10])

Overall impression: very good to highly competent

- clear knowledge and understanding of the glycemic index
- demonstrates a very good to highly competent ability to apply knowledge and understanding to the question
- demonstrates a very good to highly competent ability to explain how the glycemic index can help in the management of diabetes
- quality of written communication is very good to highly competent

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

- glycemic index (GI); this is a ranking of foods based on their effect on blood glucose levels
- sugary foods; many sugary foods have a high GI which cause fluctuations in blood sugars
- starchy foods; some white starchy foods have a high GI and react like sugars, but wholegrain starchy foods have a low GI and are digested slower
- slower digestion and absorption of sugar into the blood stream helps to regulate blood sugar preventing fluctuations which is important in managing diabetes
- weight reduction; low GI foods promote satiety and are often low in fat which lowers the risk of CVD and obesity which is important in diabetes

All other valid points will be given credit [10]

Section A

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Section B

AVAILABLE
MARKS

- 3 Propose and justify the dietary and lifestyle advice you would suggest to prevent cardiovascular disease (CVD). (AO1, AO2, AO3)

Mark Band ([0]–[5])

Overall impression: basic

- inadequate knowledge and understanding of diet and lifestyle factors linked to CVD
- demonstrates a limited ability to apply knowledge and understanding to the question
- demonstrates a limited ability to propose and justify advice to prevent CVD
- quality of written communication is basic

Mark Band ([6]–[10])

Overall impression: adequate to minimally competent

- adequate to minimally competent knowledge and understanding of diet and lifestyle factors linked to CVD
- demonstrates adequate to minimally competent ability to apply knowledge and understanding to the question
- demonstrates adequate to minimally competent ability to propose and justify advice to prevent CVD
- quality of written communication is adequate to minimally competent

Mark Band ([11]–[15])

Overall impression: reasonable to good

- reasonable to good knowledge and understanding of diet and lifestyle factors linked to CVD
- demonstrates a reasonable to good ability to apply knowledge and understanding to the question
- demonstrates a reasonable to good ability to propose and justify advice to prevent CVD
- quality of written communication is reasonable to good

Mark Band ([16]–[20])

Overall impression: very good to highly competent

- clear knowledge and understanding of diet and lifestyle factors linked to CVD
- demonstrates a very good to highly competent ability to apply knowledge and understanding to the question
- demonstrates a very good to highly competent ability to propose and justify advice to prevent CVD
- quality of written communication is very good to highly competent

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

Dietary factors

- eat less fat; saturated fats increase total and LDL blood cholesterol, trans fats increase LDL cholesterol but lower HDL cholesterol and so both should be reduced to prevent raised cholesterol
- eat less sodium; high intakes of sodium can increase hypertension especially for those with existing hypertension
- eat more oily fish; n-3 polyunsaturated fatty acids that come mainly from oily fish lowers LDL cholesterol without lowering HDL cholesterol
- increase fibre; eat more fibre rich foods especially soluble fibre, helps to lower blood cholesterol and can help to reduce obesity by improving satiety
- increase folate; folate found in dark green vegetables and fortified breakfast cereals can reduce plasma homocysteine

Lifestyle factors

- do not smoke; give up smoking or reduce the number of cigarettes smoked because carbon monoxide reduces oxygen in the blood and as less oxygen reaches the heart it can raise blood pressure and cause damage to the arteries
- do not binge drink; a high incidence of binge drinking has been associated with high triglyceride levels, alcohol should be consumed in moderation
- weight management; losing weight or reducing excess weight can lower cholesterol, triglycerides and hypertension and ensures that extra stress is not placed on the heart
- be more active; low rates of activity and exercise is linked to overweight, increasing physical activity helps to reduce stress, increases HDL cholesterol and lowers the risk of blood clots
- reduce stress levels; a high level of stress can increase hypertension

All other valid points will be given credit

[20]

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- 4 Identify the current target for improving mental health in Northern Ireland and explain how this target can be achieved. (AO1, AO2, AO3)

Mark Band ([0]–[5])

Overall impression: basic

- inadequate knowledge and understanding of the current target for improving mental health in NI
- demonstrates a limited ability to apply knowledge and understanding to the question
- demonstrates a limited ability to explain how the target can be achieved
- quality of written communication is basic

Mark Band ([6]–[10])

Overall impression: adequate to minimally competent

- adequate to minimally competent knowledge and understanding of the current target for improving mental health in NI
- demonstrates adequate to minimally competent ability to apply knowledge and understanding to the question
- demonstrates adequate to minimally competent ability to explain how the target can be achieved
- quality of written communication is adequate to minimally competent

Mark Band ([11]–[15])

Overall impression: reasonable to good

- reasonable to good knowledge and understanding of the current target for improving mental health in NI
- demonstrates a reasonable to good ability to apply knowledge and understanding to the question
- demonstrates a reasonable to good ability to explain how the target can be achieved
- quality of written communication is reasonable to good
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Mark Band ([16]–[20])

Overall impression: very good to highly competent

- clear knowledge and understanding of the current target for improving mental health in NI
- demonstrates a very good to highly competent ability to apply knowledge and understanding to the question
- demonstrates a very good to highly competent ability to explain how the target can be achieved
- quality of written communication is very good to highly competent

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

Target

- The current target for improving mental health in NI is to reduce the proportion of people with a potential psychiatric disorder by one tenth

How it can be achieved

- strengthening individuals; empowering individuals and carers to increase their emotional resilience, coping strategies and self-esteem
- strengthening communities; raising awareness and developing services to support individuals within their communities, e.g. community programmes, anti bullying initiatives, stress within the work place
- raising awareness; using public information and education campaigns to raise awareness about mental health issues and stigma and to encourage individuals to seek help, e.g. “mind your head”, “talk to someone”, “everyone hurts sometime”
- targeting those at risk; to reduce rates of suicide and improve the emotional health of those who are vulnerable by providing support, assistance and resources at times of crises, e.g. Lifeline 24 hour telephone service
- training; ensure that health professionals and carers are knowledgeable, skilled and aware of effective practices and support available to help deal with mental health issues as well as empowering individuals in promoting their emotional well-being

All other valid points will be given credit

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- 5 The overall aim of the Northern Ireland Physical Activity Strategy is to “increase levels of health related physical activity particularly among those who exercise least”.

Describe how the action plan proposes to achieve this aim. (AO1, AO2, AO3)

Mark Band ([0]–[5])

Overall impression: basic

- inadequate knowledge and understanding of the Northern Ireland Physical Activity Strategy
- demonstrates a limited ability to apply knowledge and understanding to the question
- demonstrates a limited ability to describe how the plan proposes to achieve its aim
- quality of written communication is basic

Mark Band ([6]–[10])

Overall impression: adequate to minimally competent

- adequate to minimally competent knowledge and understanding of the Northern Ireland Physical Activity Strategy
- demonstrates adequate to minimally competent ability to apply knowledge and understanding to the question
- demonstrates adequate to minimally competent ability to describe how the plan proposes to achieve its aim
- quality of written communication is adequate to minimally competent

Mark Band ([11]–[15])

Overall impression: reasonable to good

- reasonable to good knowledge and understanding of the Northern Ireland Physical Activity Strategy
- demonstrates a reasonable to good ability to apply knowledge and understanding to the question
- demonstrates a reasonable to good ability to describe how the plan proposes to achieve its aim
- quality of written communication is reasonable to good

Mark Band ([16]–[20])

Overall impression: very good to highly competent

- clear knowledge and understanding of the Northern Ireland Physical Activity Strategy
- demonstrates a very good to highly competent ability to apply knowledge and understanding to the question
- demonstrates a very good to highly competent ability to describe how the plan proposes to achieve its aim
- quality of written communication is very good to highly competent

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

- education; to raise awareness and publicise the benefits of physical activity via media campaigns, newsletters, competitions, e.g. “Get a life, Get active”, “Go walking”
- training; provide leadership and training for relevant bodies providing a toolkit showing examples of “best practice” and guidance on how to encourage various groups to be more active
- collaboration; to encourage and develop multi-agency groups and collaboration between existing professionals involved with exercise, health, sport and recreation, e.g. Strategy for Sport NI, National Lottery grants, extended school programmes
- provide opportunities; providing appropriate, accessible and safe facilities to encourage all age groups to be more active, e.g. new walking routes, cycle lanes, open space play areas for children
- policy development; to develop a range of policies that will help the population to be more active especially those who are inactive, e.g. “use the stairs campaign” NHS policies and gym vouchers

All other valid points will be given credit

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Section B

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Total

60

