



**GCE**

**Home Economics (Food, Nutrition and Health)**

Unit **G001**: Society and Health

Advanced Subsidiary GCE

**Mark Scheme for June 2018**

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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.

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Annotation	Meaning
 L1	Level 1
 L2	Level 2
 L3	Level 3
 L4	Level 4
	Development of point

Question			Answer/Indicative content	Mark	Guidance
1	(a)	(i)	Married couple family	1	
		(ii)	13 thousand	1	Accept 13,000, or 13
		(iii)	<ul style="list-style-type: none"> <li>• More socially acceptable to be homosexual / lesbian</li> <li>• More socially acceptable to live together</li> <li>• Less of a stigma</li> <li>• Acceptance in community/society</li> <li>• Now recognised legally as a couple</li> </ul>	1	
1	(b)		<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• Social unit connected by blood, marriage or adoption (1)</li> <li>• Members of a household need not be related (1)</li> <li>• Family is more than one person (1).</li> <li>• Family may not share same address – eg independent children have moved away.</li> </ul> <p><b>Household</b></p> <ul style="list-style-type: none"> <li>• A group of people living together at the same address (1)</li> <li>• or an individual living on their own (1).</li> </ul>	2x2	Two points need to be raised. Each point must explain a difference between a family and household for the full two marks.
1	(c)		<p><b>Deprivation</b> – going without basics and necessities such as adequate heating, nourishing food and an effective means of transport</p> <p><b>Lack of leisure pursuits &amp; activities</b> – particularly difficult for children who may not be able to participate in trips &amp; activities at school. Less likely to go out and socialise</p> <p><b>Stigma &amp; lack of status/lack of confidence/low self esteem/depression</b> – particularly difficult for children who may not have up to date clothes, shoes &amp; phones. May lead to social exclusion. More likely to fail in school and play truant. Maybe marginalised</p> <p><b>Inadequate housing conditions</b> - may live in squalid</p>	2x2	1 mark for stating the effect 1 mark for the description

Question		Answer/Indicative content	Mark	Guidance
		<p>conditions e.g. damp house, over crowded, shared bathroom with unsanitary conditions. In extreme may become homeless</p> <p><b>Ill health</b> – Lack of money may result in poor nutrition, lack of warmth or dampness leading to poor health</p> <p><b>Locality</b> – those living in poverty may be housed in deprived neighbourhoods with high crime rates, poor performing schools &amp; fewer doctors. May turn to crime &amp; vandalism. Area may become run down meaning shops and facilities close</p> <p><b>Strain on individuals and relationships/ breakdown of relationships</b> – difficult circumstances may result in arguments over money and budgeting. May result in mental and physical health problems, low self-esteem, depression and behaviour problems</p> <p><b>Finances/ lack of employment</b> – limited money may result in taking out high interest loans worsening financial situation. Living costs often higher due to limited funds and not being able to take advantage of special offers</p> <p><b>Social exclusion</b> – lack of material wealth means exclusion from participating in aspects of society that is taken for granted, due to lack of personal hygiene or acceptable clothing/items.</p>		
1	(d)	<ul style="list-style-type: none"> <li>• Safe space to play</li> <li>• Garden for children to play in</li> <li>• Adequate/enough bedrooms</li> <li>• Large family area where social activities can take place</li> <li>• Plenty of storage space for toys, books, bicycles and clothes</li> <li>• Sound insulation between homes</li> <li>• Downstairs toilet</li> </ul>	1 x 2	Answers must refer to house design .

Question			Answer/Indicative content	Mark	Guidance
1	(e)	(i)	<p><b>Leisure</b> – the time used at a person’s own discretion in a variety of ways (1) once they have completed various duties such as eating, sleeping, study, domestic chores and work(1). It’s the time left over to do what they enjoy (1).</p>	2	Any two points made that define leisure,
	(e)	(ii)	<ul style="list-style-type: none"> <li>• <b>Employment</b> – unemployed people generally spend more time watching TV, reading &amp; doing hobbies and less time socialising or participating in sport</li> <li>• <b>Age</b> – younger people tend to be more physically strong and active so participate more in sport. As they get older interest in sport continues but as a spectator. Younger people also socialise more than older or married people. Older people tend to have more leisure time.</li> <li>• <b>Gender</b> – Women generally have less leisure time than men because of household responsibilities</li> <li>• <b>Married or cohabitation</b> – people in this category are more likely to arrange leisure activities around their home</li> <li>• <b>Dependent children</b> – age of children will affect family’s leisure activities and whether they are done as a family unit, activities tend to be child based.</li> <li>• <b>Education</b> – the more educated we are the less TV watched &amp; more time spent outside the home. Also more likely to visit the theatre and concerts</li> <li>• <b>Income/ financial resources</b> – more money available the more leisure pursuits &amp; more costly leisure activities undertaken</li> <li>• <b>Time available</b> – Those working long hours have less opportunity to do time consuming leisure activities</li> <li>• <b>Location</b> – may live in small town or village with limited facilities so restricted choice of leisure activities</li> </ul>	2 x 2	1 mark for stating the factor 1 mark for description

Question		Answer/Indicative content	Mark	Guidance
		<ul style="list-style-type: none"> <li>• <b>Holidays</b> – many more holidays taken abroad and to the many visitor attractions in the UK</li> </ul>		
1	(f)	<ul style="list-style-type: none"> <li>• System supported by the government that attempts to provide economic security / benefits for people when they are unemployed, ill or elderly</li> <li>• Gives the government a major role in providing decent health care, housing and employment opportunities</li> <li>• Offers security from the cradle to the grave</li> <li>• Established to fight the five giants that faced post war Britain – <ul style="list-style-type: none"> <li><b>Want</b> – many very poor often due to being unable to work – National Insurance created, paid by workers to provide sickness &amp; unemployment benefit, retirement pensions &amp; widow &amp; maternity benefit for those unable to work</li> <li><b>Disease</b> – Everyone had to pay for medical treatment, the poorest couldn't afford to pay. NHS formed and every British citizen received free medical, dental and optical services</li> <li><b>Ignorance</b> – Children left school at 14 or earlier. Welfare reform made education free and compulsory from 5 – 15, providing meals, milk &amp; medical services in every school</li> <li><b>Squalor</b> – Social housing (council houses) was introduced &amp; decent homes were available for all</li> <li><b>Idleness</b> – Industries nationalised to help keep full employment</li> </ul> </li> </ul>	6	<p><b>Level 3 (5-6 marks)</b> The candidate is able to clearly explain what is meant by the welfare state. The explanation will be detailed and will be developed and supported by the use of subject specific terminology.</p> <p><b>Level 2 (3-4 marks)</b> The candidate is able to satisfactorily explain the welfare state. The explanation will show understanding. The explanation may not be fully developed and may lack subject specific terminology.</p> <p><b>Level 1 (1-2 marks)</b> The candidate is able to give a limited explanation of the welfare state. Explanation will show very limited understanding.</p> <p>0 = No response worthy of credit</p>
				Total 25 marks

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Answers may include:</p> <p><b>Individual needs</b></p> <p><b>Maslow's hierarchy of needs</b></p> <ul style="list-style-type: none"> <li>• Unsatisfied needs motivate people</li> <li>• <b>Physiological needs</b> at base of pyramid. Include food, warmth, sleep, shelter &amp; sex. These are most important and need satisfying first</li> <li>• <b>Safety needs</b> include need to feel safe &amp; protected. Security &amp; stability achieved by living in a society with a clearly defined set of values &amp; laws</li> <li>• <b>Social needs</b> consist of the need for love &amp; a sense of belonging usually through social relationships in family, friends &amp; at work</li> <li>• <b>Esteem needs</b> include the desire to achieve, acquire status &amp; independence through achievement at school or work</li> <li>• <b>Self actualisation</b> only achieved by a small percentage of the population. Individual realises their potential &amp; feel a sense of satisfaction &amp; accomplishment in their achievement. They accept others &amp; are content with themselves</li> </ul>	10	If a candidate has only discussed physiological needs no higher than half marks.	<p><b>Level 3 (8-10 marks)</b> The candidate is able to describe the basic human needs of individuals and will mention 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><b>Level 2 (5-7 marks)</b> The candidate is able to give some description of the basic human needs of individuals and may not mention households. Some information will be relevant, with some subject specific terminology although some ideas may not be fully developed. There may be some errors in spelling, punctuation and grammar.</p> <p><b>Level 1 (1-4 marks)</b> The candidate is able to give a basic description of the basic human needs of individuals and may not mention households. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be</p>



Question			Answer/Indicative Content	Marks	Guidance	
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						intrusive. <b>0= no response worthy of credit</b>
2	(b)		<p>Answers may include:</p> <p><b>Increased demand &amp; cost for social &amp; health care</b></p> <ul style="list-style-type: none"> <li>• An aging population will increase demand for places in care homes &amp; put more pressure on voluntary services</li> <li>• The government must also consider more elderly people may wish to stay at home but need health &amp; social care of which there may be a shortage</li> <li>• Cost of care must be met. Can the government continue to make significant contributions to long term personal care of the elderly</li> <li>• Increased cost of those claiming benefits will increase financial burden on government</li> <li>• More demand for voluntary services to support the NHS and social care.</li> </ul> <p><b>More dependency on the working population</b></p> <ul style="list-style-type: none"> <li>• Dependency ratio is increasing (those under 16 &amp; those over 64 who depend on the working population). This may result in it becoming harder to maintain current standard of living for dependant population as workforce is shrinking</li> <li>• Family members may have to give up working in order to look after elderly relatives.</li> </ul> <p><b>Increased need for housing</b></p> <ul style="list-style-type: none"> <li>• More specialist accommodation will be required for the elderly</li> <li>• More housing will be needed</li> <li>• Current housing needs to be improved</li> </ul> <p><b>Influence on culture/leisure</b></p> <ul style="list-style-type: none"> <li>• Most elderly are wealthier, healthier &amp; better educated</li> </ul>	15	To achieve level 4 candidate must discuss both habits and influences.	<p><b>Level 4 (13-15 marks)</b> The candidate is able to fully discuss the implications for society of an increasingly aging population. 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><b>Level 3 (9-12 marks)</b> The candidate is able to discuss the implications for society of an increasingly aging population. 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><b>Level 2 (5-8 marks)</b> The candidate gives some discussion, which may lack detail, of the implications for society of an increasingly aging population. Some information will be relevant, with some subject specific terminology</p>

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		<p>than previous generations. The fact there are more elderly will impact on media, culture &amp; values</p> <ul style="list-style-type: none"> <li>• Growing need for more social activities &amp; leisure pursuits for the elderly</li> </ul> <p><b>A shortage of young people</b></p> <ul style="list-style-type: none"> <li>• As fertility rate declining the required replacement level is not being met (1.83 in 2014)</li> <li>• More labour required for essential services e.g. nurses, plumbers</li> </ul> <p><b>Greater mobility</b></p> <ul style="list-style-type: none"> <li>• Some parts of UK have higher concentration of old people &amp; can affect local services e. g. coastal areas.</li> </ul> <p><b>Age of the work force</b></p> <ul style="list-style-type: none"> <li>• Average of work force is rising &amp; fewer young people entering the labour market.</li> <li>• People not retiring although there is evidence of age discrimination in the work force</li> <li>• Working longer to increase pension</li> </ul> <p><b>Increased poverty</b></p> <ul style="list-style-type: none"> <li>• Gap between wealthy &amp; poor is vast.</li> <li>• Significant number of elderly in poverty as state pension inadequate</li> </ul>			<p>although not always used appropriately. There may be some errors in spelling, punctuation and grammar.</p> <p><b>Level 1 (1-4 marks)</b> The candidate is able to give basic discussion as to the implications for society of an increasingly aging population. 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><b>0=no response worthy of credit</b></p>
3	(a)	<p>Answers may include:</p> <p>It is important to sustain our environment to prevent or reduce:</p> <p><b>Climate change</b> <b>Caused by:</b></p> <ul style="list-style-type: none"> <li>• Global warming – Increase in the average temperature of the earth’s atmosphere, especially a sustained increase sufficient to cause climate change</li> <li>• Ozone depletion Layer of gas in the stratosphere, which surrounds the earth, containing a concentration of ozone sufficient to form a protective shield against the most</li> </ul>	10		<p><b>Level 3 (8-10 marks)</b> The candidate is able to describe fully why it is important to sustain our environment. 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>

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			<p>ultraviolet radiation from the sun. Prevents 'Greenhouse effect' as other layers insulate the earth. Both are critical to preserve the balance of life. Both are affected by the gases produced by man especially CTCs &amp; Carbon dioxide.</p> <ul style="list-style-type: none"> <li>Deforestation - Cutting down &amp; clearing away trees or forests resulting in global warming. Tropical forests cover 7% of earth's surface but house 50-80% of planet's species. Forests shrinking by 1% each year so reduces absorption of carbon dioxide. Tree roots also hold soil in place so when removed rain washes soil away so vegetation can't regrow. Destroys habitats so threat of extinction for some species</li> <li>Prolonged use of landfill sites - If we don't recycle then landfill sites will overflow. Methane gas produced by waste breaking down which contributes to global warming</li> </ul> <p><b>Acid rain</b></p> <ul style="list-style-type: none"> <li>Rain that contains acids that form in atmosphere when industrial gas emissions (sulphur dioxide &amp; nitrogen oxide) combine with water.</li> <li>Results in trees dying or losing foliage, lakes becoming acidified (fish dying), soil being affected. Cereal yields have decreased leading to a drop in food production.</li> <li>Metals such as aluminium leach out of soil &amp; pollute drinking water</li> <li>Buildings weather more quickly</li> </ul> <p><b>Fisheries depletion</b></p> <ul style="list-style-type: none"> <li>Threatened by overfishing resulting in reduced stock of popular fish</li> <li>Measures put in place to allow fish stocks to build up again</li> </ul> <p><b>Air, water &amp; noise pollution</b></p> <ul style="list-style-type: none"> <li>Air pollution affects air we breathe, contributes to global warming</li> </ul>			<p><b>Level 2 (5-7 marks)</b> The candidate is able to describe in some detail why it is important to sustain our environment. Some information will be relevant, with some subject specific terminology although some ideas may not be fully developed. There may be some errors in spelling, punctuation and grammar.</p> <p><b>Level 1 (1-4 marks)</b> The candidate is able to describe briefly why it is important to sustain our environment. 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><b>0= no response worthy of credit</b></p>

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			<ul style="list-style-type: none"> <li>Water pollution caused by flooding, sewage, industrial waste, agricultural chemicals &amp; dirty water from landfill can kill fish &amp; wildlife</li> <li>Noise pollution from machinery, aircraft, traffic &amp; individuals can make environment unpleasant to live in. Repetitive noise can cause stress &amp; make lives miserable</li> <li>Using public transport, electric cars to reduce carbon emissions</li> </ul>			
3	(b)		<p>Answers may include;</p> <p><b>Purchasing and using electricity</b></p> <ul style="list-style-type: none"> <li>Buy electricity from greenest energy supplier</li> <li>Pressurise local MP demanding more support for renewable energy &amp; energy efficiency</li> <li>Switch off lights</li> <li>Boil only the amount of water needed</li> <li>Use cooler settings on washing machine</li> <li>Always wash a full load</li> <li>If buying new appliance look at energy efficiency rating &amp; choose an energy efficient model</li> <li>Hang washing out whenever possible</li> <li>Replace light bulbs with energy efficient ones</li> <li>Buy electrical equipment with energy saving features &amp; use them</li> <li>Use electrical equipment for minimum amount of time necessary</li> <li>Don't leave electrical items on stand by</li> <li>Put timers on outside lights or purchase those with sensors</li> </ul> <p><b>Preparing, making &amp; cooking food</b></p> <ul style="list-style-type: none"> <li>Use leftovers to make a new meal</li> <li>Fill the oven and batch bake</li> <li>Use the right size pan to fit the ring or burner</li> </ul>	15	<p>Note that this question refers to energy resources not design of the house to reduce energy bills.</p> <p>For level 4 have to mention all three aspects - purchasing and using electricity, preparing and making and cooking food, heating</p>	<p><b>Level 4 (13-15 marks)</b> The candidate is able to fully discuss how a family might conserve energy resources in the home. 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><b>Level 3 (9-12 marks)</b> The candidate is able to discuss in some detail how a family might conserve energy resources in the home. There will be evidence of subject specific terminology. The information will be expressed clearly although some ideas may not be fully developed. There may be occasional errors in spelling, punctuation and grammar.</p>

Question		Answer/Indicative Content	Marks	Guidance	
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		<ul style="list-style-type: none"> <li>• Cut food into smaller chunks so it cooks quicker</li> <li>• Put lids on pans</li> <li>• Bulk cook &amp; freeze</li> <li>• Using appliances e.g steamer, MW, slowcooker to save on energy</li> </ul> <p><b>Heating</b></p> <ul style="list-style-type: none"> <li>• Use a timer &amp; set it to meet family's needs</li> <li>• Turn thermostat down by 1°C – reduces fuel bill by 10%</li> <li>• Use thermostatic radiator valves to set lower temperatures in bedrooms</li> <li>• Check position of large pieces of furniture so they aren't blocking the heat</li> <li>• Have central heating boiler serviced regularly to ensure efficiency</li> <li>• Hang thickly lined curtains at windows and draw when it gets dark</li> <li>• Draft proof any areas that let in cold – doors or windows</li> <li>• Thick carpets and underlay reduce drafts</li> <li>• Block unused chimneys</li> <li>• Put on an extra layer rather than turning up the heating</li> </ul>			<p><b>Level 2 (5-8 marks)</b> The candidate gives some discussion, which may lack detail, how a family might conserve energy resources in the home. 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><b>Level 1 (1-4 marks)</b> The candidate is able to give basic discussion as to how a family might conserve energy resources in the home. 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><b>0=no response worthy of credit</b></p>
4	(a)	<p>Answers may include:</p> <p><b>Smoking – may cause</b></p> <ul style="list-style-type: none"> <li>• Death –78,000 deaths in 2014 attributed to smoking (national statistics)</li> <li>• Lung cancer - 85% of lung cancer deaths related to smoking</li> <li>• Linked to heart disease/cardiovascular disease chronic bronchitis and asthma</li> <li>• Also cancer of the mouth, bladder, kidney, stomach and pancreas</li> </ul>	10		<p><b>Level 3 (8-10 marks)</b> The candidate is able to describe fully the health risks associated with smoking and excess alcohol. 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</p>

Question		Answer/Indicative Content	Marks	Guidance	
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		<ul style="list-style-type: none"> <li>Smoking mothers increase risk of cot death in their babies</li> <li>Tooth decay from smoking , yellow teeth, nicotine stains</li> </ul> <p><b>Passive Smoking</b></p> <ul style="list-style-type: none"> <li>Breathing in someone else's cigarette smoke. 25% increase in risk of heart disease and lung cancer</li> </ul> <p><b>Excess Alcohol</b></p> <ul style="list-style-type: none"> <li>Men &amp; women advised not to drink more than 14 units of alcohol a week (spread over at least 3 days)</li> <li>Death – 2014 approximately 8,500 deaths from alcohol (national statistics)</li> <li>Associated with cancer of the mouth, liver and breast cancer</li> <li>Also causes heart disease, stroke and cirrhosis of the liver</li> <li>May also lead to alcohol poisoning, drowning, falls and car accidents</li> <li>May affect health of others due to domestic violence</li> <li>Empty calories – could lead to weight gain</li> <li>Alters thought processes and reactions</li> <li>Malnourished as alcohol consumed and had little to eat.</li> <li>Aggressive behaviour</li> <li>Mental health issues and self worth.</li> </ul>			<p>grammar, punctuation and spelling.</p> <p><b>Level 2 (5-7 marks)</b> The candidate is able to describe in some detail the health risks associated with smoking and excess alcohol. Some information will be relevant, with some subject specific terminology although some ideas may not be fully developed. There may be some errors in spelling, punctuation and grammar.</p> <p><b>Level 1 (1-4 marks)</b> The candidate is able to describe briefly the health risks associated with smoking and excess alcohol. 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><b>0= no response worthy of credit</b></p>
4	(b)	<p>Answers may include:</p> <p><b><u>Current dietary habits</u></b></p> <ul style="list-style-type: none"> <li><b>Consumption of too many calories</b> – as a result of large portion sizes.</li> <li>dependency on processed foods</li> <li>snacking &amp; grazing, deskfast</li> <li>Positive energy balance where energy in is greater than energy expenditure leading to weight gain – exercise ensuring burning off excess calories</li> </ul>	15		<p><b>Level 4 (13-15 marks)</b> The candidate is able to fully discuss both current dietary habits and their influence on the health of the nation. Ideas will be expressed clearly and fluently in a well-structured manner and will be supported, where appropriate, with examples. Technical terms will be</p>

Question			Answer/Indicative Content	Marks	Guidance	
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			<ul style="list-style-type: none"> <li>• <b>Lack of fruit &amp; vegetables</b> – Should be aiming for 5 portions a day (average 3.9).</li> <li>• <b>Too much saturated fat</b> – from consumption of animal products – meat, milk, cheese &amp; processed foods</li> <li>• <b>Too much ‘free’ sugar</b> – as focus since 1980’s has been on reduced fat the consumption of free sugar has increased. Consumed through hidden sugars in many processed products &amp; high consumption of sugary drinks, biscuits, cakes and confectionary</li> <li>• <b>Too much salt</b> – in processed foods or added at the table</li> <li>• <b>Lack of fibre</b> – dependence on processed foods and convenience foods has led to a lack of fibre as many foods are over refined and stripped of the fibrous parts</li> <li>• <b>Skipping breakfast</b> – may snack more throughout the day</li> </ul> <p><b><u>Influence on health of nation</u></b></p> <ul style="list-style-type: none"> <li>• <b>Obesity</b> – BMI is 30 or above. Responsible for more than 9000 premature deaths per year. Also obesity is a risk factor associated with heart disease, stroke, some cancers &amp; type 2 diabetes</li> <li>• <b>Coronary heart disease (CHD)</b> – caused by narrowing of the arteries that supply the heart with oxygen. Caused by arterial plaque, consisting of fat globules &amp; cholesterol being deposited on the walls of arteries (known as atherosclerosis). This restricts blood supply and oxygen to the heart. Blood also becomes more prone to clotting. May also lead to high blood pressure. A heart attack occurs when one of the arteries blocks completely</li> <li>• <b>High blood Cholesterol</b> – waxy substance found in blood stream and body cells used for producing cell membranes &amp; some hormones. High levels linked to CHD</li> <li>• <b>High blood pressure</b> – damages blood vessels and increases the risk of arterial plaque deposits. May cause the heart to enlarge &amp; weaken over time leading to strokes</li> <li>• <b>Type 2 diabetes</b> – usually as a result of being overweight</li> </ul>			<p>used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p><b>Level 3 (9-12 marks)</b> The candidate is able to discuss in some detail current dietary habits and their influence on the health of the nation. 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><b>Level 2 (5-8 marks)</b> The candidate gives some discussion, which may lack detail, current dietary habits and their influence on the health of the nation. 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><b>Level 1 (1-4 marks)</b> The candidate is able to give basic discussion of the current dietary habits and their influence on the health of the nation. Information will</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>or obese. Develops when the body produces some but not enough insulin or can't use the insulin properly resulting in the body not being able to process glucose to energy</p> <ul style="list-style-type: none"> <li>• <b>Tooth decay</b> – resulting from dental plaque collecting around the gum line and in crevices between teeth as a result of too much sugar</li> <li>• <b>Constipation, diverticulitis &amp; bowel cancer</b> – resulting from a lack of fibre in diet.</li> <li>• <b>Following government and NHS advice</b> – eatwell guide/8 top tips - less likely to have health issues if this advice is followed.</li> </ul>			<p>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><b>0=no response worthy of credit</b></p>



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