



GCE

Home Economics (Food, Nutrition and Health)

Unit **G001**: Society and Health

Advanced Subsidiary GCE

Mark Scheme for June 2014

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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| Question | | | Answer | Mark | Guidance |
|----------|-----|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------|
| 1 | (a) | (i) | 20 | 1 | |
| | | (ii) | 15 | 1 | |
| | | (iii) | 65-74 | 1 | |
| 1 | (b) | | <ul style="list-style-type: none"> • Improved health care- improvements in vaccines, medication, treatment, research • Improved technology – equipment for screening • Improved nutrition- improved choice of food, improved diet, knowledge of nutrition, awareness of correct food choices • Improved hygiene- improved sanitation, improvement in food production and delivery • Improved living conditions- better housing • Health and Lifestyle awareness – smoking, alcohol, exercise and drugs. • Higher incomes- links all of above | 4 | 1 mark for reason 1 mark for description Can interchange descriptions |
| 1 | (c) | | <ul style="list-style-type: none"> • Need for more health care e.g. midwives, health visitors for children • Need for more social care eg social workers • Need for more child care e.g. nurseries, play schools, childminders • Increased demand for services – eg NHS, transport • More primary schools/teachers - need for more school places and schools, overcrowding. • Need for more interpreters/multi- lingual training for practioners. • Increased demand on the welfare state – eg benefits • Increased demand for housing – eg Social Housing • Cost to Government – more money on eg housing/benefits/education and health care. | 4 | 1 mark for the reason 1 mark for the description |

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| 1 | (d) | | <ul style="list-style-type: none"> • Some may feel embarrassed about their dependency on state welfare benefits/social exclusion • They may stay at home for long periods of time-boredom • Changes in the family could cause stress • May be unwilling to take a greater share of domestic responsibilities to fill their time/ possibility of role reversal • Unemployment can remove confidence and lead to depression/reduces attempts to find employment/may blame others or feel guilty/loss of skills. May feel worthless and have low self esteem/social stigma • May take up smoking or drinking due to feelings of inadequacy/may become suicidal/turn to crime • Lack of money -cause poverty/unemployed worry about debt / unable to access goods and services. • Find difficulty occupying themselves/more disturbed sleep patterns and anxiety • Less socially active outside of the home, activities may become more solitary. • Loss of social contact/tension at home - cause mood swings and in the extreme cases violence • Decisions about further training • Acceptance of low paid job - not their chosen career path. • Housing Issues – eg homeless, dependent on state/parents for housing. | 4 | <p>One mark for reason</p> <p>One mark for description</p> |

| Question | | Answer | Mark | Guidance |
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| 1 | (e) | <ul style="list-style-type: none"> • Physical health – respiratory problems, allergic reactions, infections, slow growth, increased risk of meningitis/TB, limited access to medical help e.g. doctor • Mental health problems-anxiety ,depression, panic attacks, psychotic symptoms (interfere with a person's perception of reality- hallucinations) • Underachievement at school-increase in absenteeism, don't do as well in GCSE's, don't study, don't get degrees, lower earning power, behavioural problems • Increase in crime- vandalism, burglary, more likely to offend • Increase in use of drugs/alcohol- lead to crime • Increased risk of accidents-at home • Financial exclusion- limited access to bank account, credit, insurance • Increase in the likelihood of unemployment or working in low-paid jobs- due to long-term health problems and low educational attainment • Opportunities for leisure and recreation decreased– due to low income and health problems • May be in a socially deprived area – higher risk of crime, feel unsafe. • Social exclusion – embarrassed to invite friends round to home. • Lack of facilities – hot water, appliances, lack of hygiene. Unable to make repairs and improvements to house. • Overcrowding – lack of privacy/unable to study • Breakdown of relationships – due to stress | 4 | 1 mark for reason 1 mark for explanation |

| Question | | | Answer | Mark | Guidance |
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| 1 | (f) | | <ul style="list-style-type: none"> • New energy efficient boiler-must be high efficiency condensing type • Use boiler to heat water not immersion- even in summer, immersion will be more expensive • Use less water – don't leave tap running, use cold water, fill washing machines and dishwashers, use economy settings, shower rather than bath, only heat up what you need. • Buy a water efficient toilet or one with a dual flush. Place a hippo or other displacement device into the cistern to save some water. • Recycle water- use of grey water • Use of water butt- collect rain water, use to wash car, water garden • Use watering can, not hose pipe- economical use of water • Water meter – to manage and monitor water usage. • Home water management system – connected to water system in the home to recycle grey water | 6 | 1 mark for identification 1 mark for explanation Do not credit more than one response from each bullet point. |
| | | | | | Total 25 marks |

| Question | | | Answer | Marks | Guidance | |
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| | | | | | Content | Levels of response |
| 2 | (a) | | <p>Indicative content:</p> <ul style="list-style-type: none"> • A Coeliac has an intolerance to gluten • Coeliacs have to follow a strict gluten-free diet • Avoid wheat, rye and barley • Gluten-containing cereals can also be used as an ingredient in soups, sauces, ready meals and processed foods such as sausages. • Omit flour so loss of valuable nutrients • Use of gluten free flour • Buy gluten free baked products • Take care when choosing processed foods/ take aways /restaurants. Check labels constantly • Need diet rich in calcium and Vitamin D to prevent osteoporosis • Need a diet which contains enough iron due to malabsorption /not able to eat fortified cereals • Many foods are naturally gluten free- fresh meat, fish, cheese, eggs, milk, fruit, vegetables, rice, potatoes, nuts, seeds, pulses and beans. • May be necessary to prepare separate meals if using flour or flour products. Separate catering at children's parties. | 10 | Credit will be given for all valid points | <p>Level 3 8-10 The candidate is able to describe fully the implications for a child who has coeliac disease. 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 2 5-7 The candidate is able to give some descriptions of the implications for a child who has coeliac disease. 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>Level 1 1-4 The candidate is able to describe superficially the implications for a child who has coeliac disease. 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 | |
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| | | | | | Content | Levels of response |
| | | | <ul style="list-style-type: none"> • Use of lunch box- unable to use school canteen, child feels stigmatised • Not eating carbohydrates – can to lack of energy/tiredness/ lethargy. • Emotional and physical impact- stomach cramps, bloated, worry of needing bathroom facilities nearby, feeling self conscious | | | |
| 2 | (b) | | <p>Indicative content</p> <ul style="list-style-type: none"> • Aim for a balanced and varied diet for the whole family. Eat well plate, 8 tips for healthy eating. • Try to eat meals in a sociable atmosphere as a family without distractions. E.g. do not eat in front of the television. • Snacks or food should not be used as a reward. • Make up the bulk of most of your child's meals with starch-based foods (such as cereals, bread, potatoes, rice, pasta). Wholegrain starch-based foods should be eaten when possible. • Make sure that your child eats plenty of foods high in fibre- help to fill your child up • Swapping sugary snacks and drinks for ones that are lower in sugar lowers calorie intake. | 15 | Credit will be given for all valid points | <p>Level 4 13-15 The candidate is able to explain fully the advice given to parents to reduce the risk of childhood obesity. 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 The candidate is able to explain in some detail the advice given to parents of how to reduce the risk of childhood obesity. There will be evidence of subject specific terminology. The information will be expressed clearly although some ideas may not be fully developed.</p> |

| Question | | | Answer | Marks | Guidance | |
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| | | | | | Content | Levels of response |
| | | | <ul style="list-style-type: none"> Children should have regular, proper meals as growing bodies respond better to routine. Avoid take aways and fast food. Check snacks- many are full of sugar, salt, fat and calories. Keep a careful eye on the amount children are eating Check portion size – not too little and not too much. 5 A Day-five portions of fruit and vegetables a day. Reduce fat - Children need some fat in their diet but aim to grill, boil or bake rather than fry foods At least 5 x 30 mins exercise a week to help children stay happy and healthy. Walking or cycling to school. Cut down on gaming time-most children spend too long sitting down. Parents as role models – encouraging healthy eating/cooking together/get the children involved and cooking from scratch. | | | <p>There may be occasional errors in spelling punctuation and grammar.</p> <p>Level 2 5-8 The candidate gives some explanations which may lack detail of the advice given to parents to reduce the risk of childhood obesity. 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 1-4 The candidate is able to give superficial explanations of the advice given to parents to reduce the risk of childhood obesity. 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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| | | | | | Content | Levels of response |
| 3 | (a) | | <p>Indicative content:</p> <ul style="list-style-type: none"> • More Time – as people get older and retire, more time is available for leisure activities./volunteer work • Employment – provision of leisure activities for employers, reduced cost activities through employers. Less time available but increased money • Changing Work Patterns- people who work shift work may have more time to pursue leisure activities. • Increasing Choice- different types of activities available. • New Technologies/Media-more choice. • Growth in 'Lifetime Learning'- learning takes place throughout life and always available as a leisure activity. • Changing Household Structures- young families with children will spend most leisure time pursuing activities around the children. As children get older less time spent with parents and more with friends pursuing leisure activities. This enables parents to take part in their own leisure activities. • Good work/life balance-when people working a leisure activity | 10 | Credit will be given for all valid points | <p>Level 3 8-10 The candidate is able to describe fully how the uses of leisure time changes throughout an individual's life. 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 2 5-7 The candidate is able to describe how some of the uses of leisure time changes throughout an individual's life. 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>Level 1 1-4 The candidate is only able to describe superficially how some of the uses of leisure time changes throughout an individual's life. 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> |

| Question | | | Answer | Marks | Guidance | |
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| | | | | | Content | Levels of response |
| | | | <p>will enable some time for themselves.</p> <ul style="list-style-type: none"> • Increase in earnings- enables more choice. • Reduction in earnings when retired, lack of available finances reduces choice. • Gender - different activities for males and females, Females spending less time on leisure due to more time spent on household activities. • Marriage/ cohabitation – couples spending time on leisure activities together or apart. • Education - the more educated may have different leisure pursuits. • Location - rural areas and transport implications. • Increase in working parents – distance travelled to work may reduce time available. • Break up of families – single parent may have responsibility for all aspects of home management and may have less time/money for leisure activities. • Time for leisure may reduce when studying for important exams. • Health may deteriorate impacts on choice of leisure activities. | | | 0=no response worthy of credit |

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| | | | | | Content | Levels of response |
| 3 | (b) | | <p>Indicative content:</p> <ul style="list-style-type: none"> • Personal care is offered in the individual's home for help with washing, dressing and feeding. • Domestic care is offered in the individual's home for help with cooking and cleaning. • Auxiliary care is offered in the individual's home for help with gardening, transport and odd jobs. • Social support and surveillance- is offered in the individual's home for help with visiting and companionship (this is often supplied by voluntary organisations). • Nursing care – is needed to care for medical needs for example changing dressings on a wound. • Day services in the form of residential or nursing home care is provided. • Day centres where elderly people, mentally ill people can go to socialise and meet friends or to have a hot meal provided for them. The day centre can provide lessons in use of ICT • Supportive /palliative care – adults can be supported in the community to help them live their lives as independently as possible in the community either at home or in care settings. | 15 | Credit will be given for all valid points | <p>Level 4 13-15 The candidate is able to explain fully how social care may support an elderly person 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 9-12 The candidate is able to explain in some detail how social care may support an elderly person 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 5-8 The candidate is able to give some explanations of how social care may support an elderly person 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 punctuation and grammar.</p> |

| Question | | | Answer | Marks | Guidance | |
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| | | | | | Content | Levels of response |
| | | | <ul style="list-style-type: none"> • Home helps- help with domestic tasks. Charges made for the service. • Meals- at day centre, lunch club or meals on wheels • Protection – vulnerable people are supported and protected. Neighbours keeping an eye on and doing errands for them. Sheltered accommodation/personal safety alarm to contact if help is needed • Adaptations to the home- met by social services or privately. | | | <p>Level 1 1-4 The candidate is able to explain superficially how social care may support an elderly person 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> |
| 4 | (a) | | <p>Indicative content:</p> <ul style="list-style-type: none"> • Reduce – energy, fossil fuels - lighting, heating, water, only buy what you need, less packaging, make greener choices. Need to reduce carbon footprint eg shopping on line, local produce. Turn thermostats down. Cook from scratch. Batch bake. • Reuse - Make products last for longer- give items to charity, freecycle, use own shopping bags, reuse containers • Recycle – Grey water, composting, use of local council kerb side collections. Use of left over food. • Walking ,walking bus , cycling, car sharing, train, park and | 10 | Credit will be given for all valid points | <p>Level 3 8-10 The candidate is able to describe in detail how families and households can help to sustain the 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> <p>Level 2 5-7 The candidate is able to describe in some detail how families and households can help to sustain the environment. . Some information will be relevant, with some subject specific terminology although some</p> |

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| | | | | | Content | Levels of response |
| | | | <p>stride/ride - reducing traffic congestion and low carbon emissions/pollution.</p> <ul style="list-style-type: none"> • Electric cars- reduce carbon emissions, no engine noise, • Buying sustainable products – eg Fair Trade. • Buying/using low energy appliances for the home. – saving electricity and water. • Insulating the house – loft, cavity walls, double / triple glazing. Lagging tank and water pipes. Draught proofing. • Solar Panels/ wind turbines – sustainable energy | | | <p>ideas may not be fully developed. There may be some errors in spelling punctuation and grammar.</p> <p>Level 1 1-4 The candidate is able to describe superficially how families and households can help to sustain the 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>0 = no response worthy of credit</p> |
| 4 | (b) | | <p>Indicative content:</p> <p>Global warming</p> <ul style="list-style-type: none"> • Changing the world's climate/rise in temperature. • Thinning of the ozone layer and less UV protection, rise in skin cancer • Rises in sea levels • Glaciers retreating • Changes in rainfall patterns • Pests and diseases becoming more widespread • Killing algae • Heating the earth/temperatures rises-causing fires • Loss of habitat and change in | 15 | <p>Credit will be given for all valid points</p> <p>Maximum five marks if only one of global warming/deforestation and acid rain is explained.</p> <p>Maximum ten marks if only two of global warming/deforestation and acid rain is explained.</p> | <p>Level 4 13-15 The candidate is able to explain fully how global warming, deforestation and acid rain are affecting the quality of the 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> <p>Level 3 9-12 The candidate is able to explain in some detail how global warming, deforestation and acid rain are</p> |

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| | | | | | Content | Levels of response |
| | | | <p>distribution of plants, animals, pests and diseases.</p> <p>Deforestation</p> <ul style="list-style-type: none"> • Loss of trees causing global warming • Destruction of habitat/soil has no roots to hold in it place, rainwater washes soils away and plants and trees cannot grow back. • Flooding • Increase in greenhouse effect as forests take in carbon dioxide and give out oxygen • Threat to some plants and animals – may become extinct • Amount of agricultural product reduced/affects food chain <p>Acid rain</p> <ul style="list-style-type: none"> • Cereal crop yields decreased/drop in food production • Causes trees to grow more slowly and kills them. • Pollution of drinking water/metals leached out of soil • Fish affected/killed • Wildlife declines due to lack of food • Buildings blacken/weather | | | <p>affecting the quality of the environment. 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 The candidate is able to explain how global warming, deforestation and acid rain are affecting the quality of the environment. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some errors in spelling punctuation and grammar.</p> <p>Level 1 1-4 The candidate is able to explain superficially how global warming, deforestation and acid rain are affecting the quality of the 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>0 = no response worthy of credit</p> |

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