



GCE

Home Economics (Food, Nutrition and Health)

Unit **G001**: Society and Health

Advanced Subsidiary GCE

Mark Scheme for June 2016

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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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Annotations

| Annotation | Meaning |
|---|----------------------|
|  | Level 1 |
|  | Level 2 |
|  | Level 3 |
|  | Level 4 |
|  | Development of point |

MARK SCHEME:

| Question | | | Answer | Mark | Guidance |
|----------|-----|-------|---|------|--|
| 1 | (a) | (i) | 3000 | 1 | |
| | | (ii) | 8000 | 1 | |
| | | (iii) | 2011/12 | 1 | |
| 1 | (b) | | <ul style="list-style-type: none"> • Sedentary lifestyle (1) lead to weight gain because not using energy • Lack of exercise (1) not burning calories (1) • Busier lifestyle (1) Increase in intake of convenience/processed foods (1) high in fat/sugar too much causes weight gain (1) • Increase in fat intake (1) not burning calories (1) • Increase in sugar intake (1) not burning calories (1) • Increase in snacking (1) high fat/sugar (1) • Eating larger portions (1) more calories (1) • Drinking too much alcohol (1) more calories (1) • Eating out increase/fast foods (1) high fat/sugar (1) • Comfort eating (1) emotional need for food (1) • Taking some medication e.g. antidepressants, steroids, the pill (1) increase appetite (1) | 4 | 2 points with a description of why they cause obesity Lack of description only award 2 marks max. |

| Question | | | Answer | Mark | Guidance |
|----------|-----|--|---|------|--|
| 1 | (c) | | <ul style="list-style-type: none"> • Strain on NHS (1) more people need treatment eg. Heart disease (1) • Cost of NHS (1) more services and staff needed (1) drugs (1) new procedures/gastric sleeve (1) • Increase in disability related to obesity (1) more strain on services (1) • Losses in job productivity (1) due to obesity related illness (1) • Employment discrimination (1) due to ill health, overweight, absence from work/risk of unemployment (1) • Burden on welfare state (1) taxes increase (1) • Need for health education (1) reduce incidence (1) • Adaptions to the public buildings (1) allow access/no discrimination (1) | 4 | 2 marks for each point. 1 mark for factor + 1 mark for explanation. |
| 1 | (d) | | <ul style="list-style-type: none"> • Changing work patterns (1) as children grow up, parents may work more hours, less time on leisure (1) • Increasing choice of leisure (1) different types of activities available e.g. paintballing (1) • Access to technologies/media (1) more choice (1) • Parents can take part in their own leisure activities (1) children more independent (1) • Increase in earnings/child care cost reduce (1) enables more choice (1) • Less time spent with parents as they get older (1) children more independent/make friends (1) • Less leisure activities as children grow older (1) exams (1) | 4 | 2 marks for each point. 1 mark for factor + 1 mark for explanation. |

| Question | | | Answer | Mark | Guidance |
|----------|-----|--|--|------|---|
| 1 | (e) | | <ul style="list-style-type: none"> Access to good public transport e.g. Bus, train, tram (1) so can easily access medical services, shops etc (1) unable to drive (1) Reliability (1) transport system is robust and can be relied on in poor weather (1) Frequency of transport (1) services are regular (1) Ring and ride service available (1) Rural transport can be difficult (1) choose not to live there/live in towns (1) Cost of transport (1) some areas are difficult to access and expensive to travel from (1) Availability of free transport to shops e.g. free bus/Availability of volunteer transport services (1) people may choose to live near these services (1) | 4 | 2 marks for each point. 1 mark for factor + 1 mark for explanation. |
| 1 | (f) | | <ul style="list-style-type: none"> Loft insulation (1) will stop heat escaping through the roof (1) Lined curtains (1) stop heat escaping through Windows/forms extra layer against window (1) Insulate tanks and pipes (1) water hotter for longer (1) Have showers instead of baths (1) use less water and electricity (1) Use energy saving light bulbs (1) use less electricity (1) Have thermostatic valves on radiators (1) cut out when room is warm enough (1) Use energy efficient appliances (A rated) (1) uses less electricity (1) Switch off appliances/not left on standby/timer (1) wastes energy (1) Reflectors behind radiators (1) reflects heat back in the room (1) | 6 | 1 mark for strategy, 1 mark for explanation 3 x 2 marks No credit for tariffs |

| Question | | | Answer | Mark | Guidance |
|----------|--|--|---|------|----------|
| | | | <ul style="list-style-type: none"> • Draught proofing (1) fills gaps stops cold air coming in (1) • Washing at lower temperatures (1) reduces energy consumption for full loads (1) • Only heat rooms being used (1) so as not to waste energy when room is not used (1) • Energy Meter (1) to identify where energy is being used in order to reduce consumption (1) • Cooking – using microwave/steamer/right sized oven /batch baking/pressure cooker/using half grill (1) to reduce use of energy (1) • Carpets (1) insulate floor (1) • Solar panels (1) cost neutral (1) • Cavity walls insulation (1) prevents heat loss (1) <p>Credit for all valid points</p> | | |

| Question | | | Answer | Marks | Guidance | |
|----------|-----|--|---|-------|---|---|
| | | | | | Content | Levels of response |
| 2 | (a) | | <p>Describe the possible effects of unemployment on young people. Indicative content:</p> <ul style="list-style-type: none"> • Self respect and identity – employment gives self-respect and a sense of identity/unemployed may feel worthless and have low self esteem/some individuals may feel embarrassed about their dependency on state welfare benefits/they may stay at home for long periods of time/stress/may be unwilling to take a greater share of domestic responsibilities to fill their time • Confidence – unemployment can remove confidence and lead to depression/reduces attempts to find employment/may blame others or feel guilty/may take up smoking/drugs drinking/crime due to feelings of inadequacy/may become suicidal • Financial security – a lack of money may cause poverty/unemployed worry about /may have to give up hobbies and leisure pursuits/low income can lead to a poor diet and health issues/could resort to gambling/rely heavily on parents/may lose home • Stimulation and enjoyment – find difficulty occupying themselves/more disturbed sleep patterns and anxiety/boredom as at home for long periods of time | 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 gives a comprehensive description of a wide range of possible effects of unemployment on young people. 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 gives a detailed description of a range of possible effects of unemployment on young people. The information will be expressed clearly although some ideas will not be fully developed. There will be a sound use of specialist terminology. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 2 (3-5 marks) The candidate describes some effects of unemployment on young people. 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 | |
|----------|-----|--|--|-------|--|--|
| | | | | | Content | Levels of response |
| 2 | (b) | | <ul style="list-style-type: none"> • Opportunities and skills – unemployed may become out of touch with skills needed in the work place/opportunities to retrain can be available/unemployed can develop new skills • Leisure activities may change due to finances and resources available. Less socially active outside of the home, activities may become more solitary. • Social relationships – loss of social contact/tension in the home can cause mood swings and in the extreme cases violence and marital breakdown/may not want to share their worries and concerns with their family. | 15 | | Level 1 (1-2 marks) The candidate describes limited effects of unemployment on young people. Information will be poorly expressed and may be a list and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive. 0=no response worthy of credit |
| | | | Explain the different housing options available for a family with pre-school children. <ul style="list-style-type: none"> • Detached/semi-detached/terraced housing offers space/bedrooms offers gardens for playing • Bungalow has no stairs which ideal for children • Flats are cheaper and can be easier to maintain <p>The way housing is funded is as follows:-</p> <ul style="list-style-type: none"> • Homes can be rented from Registered social landlord (RSL) (housing association) or from the local authority (council). | | If communication is clear this will help inform the level. Credit will be given for all valid points. | Level 4 (13-15 marks) The candidate gives a comprehensive explanation the different types of housing options available for a family with pre-school children. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, with relevant and detailed examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling. |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--|-------|----------|---|
| | | | | | Content | Levels of response |
| | | | <p>They work together to meet housing need.</p> <ul style="list-style-type: none"> • Most local authorities and RSLs operate a waiting list. Individuals apply to rent property, applicants are assessed. Homes can be allocated using a points based system – families are first. • Renting from a private landlord - assured short-hold tenancy. • Buying a home through a mortgage – owner occupied. • Low cost home ownership:- New build Homebuy (Help to buy) scheme – government funded shared ownership scheme. Social HomeBuy scheme – Right to buy council houses. | | | <p>Level 3 (9-12 marks) The candidate gives a detailed explanation the different types of housing options available for a family with pre-school children. The information will be expressed clearly and supported with relevant examples, although some ideas may not be fully developed. There will be sound use of specialist terminology. There may be occasional errors in spelling punctuation and grammar.</p> <p>Level 2 (5-8 marks) The candidate explains some of the different types of housing options available for a family with pre-school children. Some information will be relevant, with some subject specific terminology and examples, although not always used appropriately. There may be some errors in spelling, punctuation and grammar.</p> <p>Level 1 (1-4 marks) The candidate identifies a limited number of different types of housing options available for a family with pre-school children. Information will be poorly expressed and may be a list. There will be limited if any use of</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--------|-------|----------|---|
| | | | | | Content | Levels of response |
| | | | | | | <p>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>Describe the dietary changes required to reduce the risk of Type 2 Diabetes.</p> <ul style="list-style-type: none"> • Eat healthy balanced diet based on starchy foods/ plenty of fruit and veg/low in fat/sugar/eat well plate. • Reduce the amount of saturated fat in the diet /to avoid becoming overweight/obese which contributes to type 2 diabetes. • Only eat small amounts of sugar/ this helps prevent sugar levels becoming too high/eat breakfast • Eat three meals a day/regular meals/plan meals/control portions/ controls appetite and blood glucose levels. • Include high fibre foods/high GI/ less of an effect on blood glucose levels/slow release of glucose/fill you up. • Drink alcohol in moderation/ empty calories. • Drink water instead of sugary drinks | 10 | <p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p> | <p>Level 4 (9-10 marks) The candidate gives a comprehensive description of the dietary changes required to reduce the risk of Type 2 Diabetes. 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 gives a detailed description of a range of dietary changes required to reduce the risk of Type 2 Diabetes. The information will be expressed clearly although some ideas will not be fully developed. There will be a sound use of specialist terminology. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 2 (3-5 marks) The candidate describes some dietary changes required to reduce the risk of Type 2 Diabetes. Some information will be relevant, with some subject specific terminology although not always used</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|-----|--|--|-------|---|--|
| | | | | | Content | Levels of response |
| | | | | | | <p>appropriately. There may be some errors in spelling, punctuation and grammar.</p> <p>Level 1 (1-2 marks) The candidate identifies limited dietary changes required to reduce the risk of Type 2 Diabetes. Information will be poorly expressed and may be a list 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> |
| 3 | (b) | | <p>Explain how health policies impact on school age children. Policies could include:-</p> <ul style="list-style-type: none"> • The Government aim for every child to do at least two hours of PE per week. • Five a Day scheme. • School Fruit and Vegetable Scheme – free fruit for reception children. • First three years of primary school have free school dinners. • Government is working with the food industry to improve food labelling and restricting advertisement for foods high in sugar and fat during children's programmes | | <p>If communication is clear this will help inform the level. Responses must explain how the policies impact on school age children.</p> <p>Credit will be given for all valid points.</p> | <p>Level 4 (13-15 marks) The candidate gives a comprehensive explanation of how a wide range of health policies impact on school age children. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, with relevant and detailed 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 detailed explanation of how a range of health policies impact on school age children. The information will</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--|-------|----------|---|
| | | | | | Content | Levels of response |
| | | | <ul style="list-style-type: none"> The Healthy Start scheme - free milk, fruit and vegetables, formula milk & vitamins. Children's Food Trust aims to transform school food and food skills, promote the education and health of children and young people and improve the quality of food in schools through the Food School Plan. The walk once a week scheme. The WoW scheme encourages parents and pupils to walk to school at least once a week. Cycling to school. Encouraging and developing a School Cycling Policy, which could be part of a School Travel Plan. As part of the extended schools initiative, many schools are considering and setting up before and after school provision. E.g. breakfast clubs Extended hours of school canteens to enable children to access food. Change 4 Life to promote healthy lifestyles. Food buses | | | <p>be expressed clearly and supported with relevant examples, although some ideas may not be fully developed. There will be sound use of specialist terminology. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2 (5-8 marks) The candidate gives some explanation of how health policies impact on school age children. Some information will be relevant, with some subject specific terminology and examples, although not always used appropriately. There may be some errors in spelling, punctuation and grammar.</p> <p>Level 1 (1-4 marks) The candidate gives limited explanation of how health policies impact on school age children. Information will be poorly expressed and may be a list. 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 |
| 4 | (a) | | <p>Describe the social care services available to people with physical disabilities.</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. • Night sitting. • 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). • residential care is provided e.g. Leonard Cheshire • Day centres where people with disabilities can go to socialise and meet friends or to get occupational health/learn a trade. • Supportive care – adults can be supported in the community to help them live their lives as independently as possible in the community. • Protection – vulnerable people are supported and protected. • Physiotherapy or occupational therapy programmes- can be in own home. | 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 gives a comprehensive description of the social care services available to people with physical disabilities. Ideas will be expressed clearly and fluently in a well-structured manner and will be supported, with relevant and detailed 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 gives a detailed description of the social care services available to people with physical disabilities. The information will be expressed clearly and supported with relevant examples, although some ideas may not be fully developed. There will be sound use of specialist terminology. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2 (3-5 marks) The candidate describes some social care services available to people with physical disabilities. Some information will be relevant, with some subject specific terminology and examples,</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|-----|--|--|-------|--|---|
| | | | | | Content | Levels of response |
| | | | <ul style="list-style-type: none"> Adaptations to the home /provision of specialised equipment and assistive technology. Parking permits - blue badge Scheme. Credit for valid responses | | | <p>although not always used appropriately. There may be some errors in spelling, punctuation and grammar.</p> <p>Level 1 (1-2 marks) The candidate identifies a limited number of social care services available to people with physical disabilities. Information will be poorly expressed and may be a list. 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>Explain the primary health care services available in the community for families.</p> <ul style="list-style-type: none"> Consists of GPs, Dentists, NHS walk in centres, NHS Direct, Opticians, Pharmacists. Primary health care's aim is to prevent the illness or problem getting worse, and to refer on to secondary health care when necessary. <p>Services available for families:-</p> <ul style="list-style-type: none"> NHS 111 non-emergency health care needs. Access to walk-in centres out of hours service. | 15 | <p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p> <p>Ensure answers are linked to families.</p> | <p>Level 4 (13-15 marks) The candidate gives a comprehensive explanation of the primary health care services available in the community for families. 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 detailed explanation of the primary health care services available in the</p> |

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|----------|--|--|--|-------|----------|---|
| | | | | | Content | Levels of response |
| | | | <ul style="list-style-type: none"> • GP surgeries - offer a wide range of services including advice, vaccinations, examinations and treatment, prescriptions, referrals to other services, medical tests. • Availability of screening services e.g. mobile breast scanning units. • Family planning clinics. • Antenatal care, community midwives, health visitors. • Availability of immunisation. • Health education. Primary health care also provides information services and support to individuals in relation to health promotion, disease prevention, self-care, rehabilitation and after-care. • Care of the elderly- chiropodists. • Support groups run by the NHS e.g. for carers. | | | <p>community for families. The information will be expressed clearly although some ideas will not be fully developed. There will be a sound use of specialist terminology. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 2 (5-8 marks) The candidate gives some explanation of the primary health care services available in the community for families. 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 marks) The candidate gives limited explanation of the primary health care services available in the community for families. Information will be poorly expressed and may be a list 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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