



GCE

Home Economics (Food, Nutrition and Health)

Unit **G001**: Society and Health

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

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

MARK SCHEME:

Question			Answer/Indicative content	Mark	Guidance
1	(a)	(i)	6%	1	Accept 6
		(ii)	Cancer	1	
		(iii)	<ul style="list-style-type: none"> • Smoking • Drinking too much alcohol • Diet high in fat/sugar/salt • Lack of physical activity • Being overweight/obesity • Taking drugs/drugs 	1	<p>Must state THREE DIFFERENT poor lifestyle choices THREE MARKS available one for each suggestion. THREE required.</p> <p>No to poor/unhealthy/unbalanced unless qualified.</p>
1	(b)		<p>Absolute poverty is a state below which it is not possible to live a healthy life (1), not being able to afford the basic necessities (1) being unable to afford sufficient food/clothing/warmth and shelter (1). Whereas Relative poverty is having resources below the average individual or family (1) so that they are in effect excluded from what we would consider ordinary living patterns and activities (1). Cannot afford luxuries (1) can afford basic necessities such as food/warmth/clothing and shelter.</p>	4	To get full marks the candidate needs to mention the two separate parts to each definition.
1	(c)	(i)	<p>Eviction – being evicted by a landlord would result in the loss of the home. Could be to do with arrears in rent or sale of the property</p> <p>Loss of employment – being made redundant may mean you lose your home. It may come with the job or you can no longer afford to live there.</p> <p>Health problems – Deteriorating mental health or physical health may mean not being able to maintain your home.</p> <p>Unable to be accommodated by parents, relatives or friends – could be due to lack of space or tensions between family members that make it difficult to live together.</p> <p>Breakdown of relationship – Divorce or separation may</p>	2x2	<p>TWO MARKS available for each answer explaining the causes. TWO required. ONE MARK <u>for a statement only</u> and no explanation.</p>

Question			Answer/Indicative content	Mark	Guidance
			<p>result in one partner being unable to live in the home. May include an abusive partner so they have to leave the home for their safety.</p> <p>Debt/ Mortgage or rent arrears – Being unable to pay the rent or mortgage may result in the home being repossessed (reclaimed)</p> <p>Moving out of a home – due to coming out of an institution of hospital, prison or a residential home may make it difficult to re-enter the housing market due to financial or personal circumstances.</p> <p>Emergency e.g. fire or flood – made homeless due to damage to home and the period of time to repair it.</p> <p>Limited housing supplies – National shortage of adequate and suitable housing in the right place and right price. May link to the increase in single person households.</p> <p>Credit will be given for all valid points.</p>		
1	(c)	(ii)	<ul style="list-style-type: none"> • More likely to develop disease e.g. bronchitis, tuberculosis or asthma because of poor or no housing • More likely to be admitted to accident and emergency with burns and scalds due to unsafe accommodation • Difficult to obtain mainstream services without an address e.g. a job, bank account, medical treatment, benefits • Low self-esteem – could lead to deterioration in mental and physical health, vulnerability which could lead to inability to care for oneself adequately • Limited access to health and hygiene – access to toilets and hot running water may be limited. The diet maybe inappropriate due to limited facilities to prepare meals • Loneliness – boredom, crime, mental and physical health issues. 	2x2	<p>TWO MARKS available for answers with a clear explanation. ONE MARK for an effect and ONE MARK for an explanation.</p>

Question			Answer/Indicative content	Mark	Guidance
			<ul style="list-style-type: none"> • Boredom – due to lack of facilities, this can have an effect, particularly on children and teenagers. May increase chances of crime and substance abuse • Difficulties with relationships – stress of being homeless can put pressure on relationships resulting in agreements and relationship break downs • Increased dangers – Sleeping in a visible place can put you at risk from the general public .e.g. theft, abuse • Drug or alcohol abuse – due to boredom, escape from reality and the situation they find themselves in. • Lack of privacy – Not having their own space can lead to high stress levels and increase the risk of non-accidental injury • Social exclusion – not being able to socialise. <p>Credit will be given for all valid points.</p>		
1	(d)		<ul style="list-style-type: none"> • Retirement pensions • Free health care/NHS • Social housing • Heating allowance • Benefits - eg income support • 	2 x 1	TWO MARKS available. Two different ways needed.
1	(e)		<p>Answer needs to link to family with small children. Answer may include:-</p> <ul style="list-style-type: none"> • Financial resources available – including income from employment, welfare benefits and investments. Those with access to considerable financial resources are likely to have a higher standard of living. Whereas those with limited financial resources may have a lower standard of living. 	6	<p>Level 3 (5-6 marks) The candidate is able to clearly explain some factors that affect the standard of living of a family with a small child. The discussion will be detailed and will be developed and supported by the use of subject specific terminology.</p> <p>Level 2 (3-4 marks) The candidate is able to explain some factors that affect the standard of living of a family with a small child. The explanation will show understanding. The explanation may not be fully developed and may lack subject specific</p>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Cost of housing / running the home – Large mortgage can lead to lower standard of living. Depending on the number of wage earners in the house will depend whether an acceptable standard of living can be maintained. The reliance on two wages to buy and maintain a home means many households increase the risk of financial hardship should one wage earner become unable to work • Number of people living in a household – larger households need large incomes to maintain a high standard of living. The collective income of a large number of people living together could allow for a higher standard of living • Number of dependents – including children, elderly, unemployed and disabled. These people may only make a limited contribution financially but require greater proportion of resources. Therefore if there are a larger number of dependents then the standard of living can be lower. • Profession or occupation of individuals – High earning individuals will have a higher standard of living. A household which depends upon its income from unskilled or part time workers may not have as higher standard of living as those with professional occupations • Health of individuals – Illness and disability can affect earning potential and therefore standard of living. A member of the household may have to give up work to care for an ill or disabled relative resulting in lower income leading to a lower standard of living • Geographical location – few employment opportunities in some parts of UK. If unemployment at high level standard of living may be low. Rural location can increase transport costs resulting in lower standard of living 		<p>terminology.</p> <p>Level 1 (1-2 marks) The candidate is able to give a limited explanation of the factors that affect the standard of living of a family with a small child. Explanation will show very limited understanding.</p> <p>0 = No response worthy of credit</p> <p>No more than half marks (3) if not mentioned children.</p> <p>Look at the quality of the explanation not the quantity.</p>

Question			Answer/Indicative content	Mark	Guidance
			<ul style="list-style-type: none"> • Amount of debt – A substantial debt may lead to a lower standard of living as there will be less disposable income as it will be used to pay off the debt 		
					Total 25 marks

MARK SCHEME:

Question			Answer/Indicative content	Mark	Guidance
2	(a)		<p>Answers may include:</p> <ul style="list-style-type: none"> • Declining fertility rates – ratio of live births per 1000 population per year. Gradual increase 2001 – 2008. • Declining mortality rates – ratio of deaths per 1000 population per year. Decline due to increased life expectancy • Migration into the UK – more people than ever are migrating to the UK. Some immigrants come to Britain to seek asylum to escape repressive regimes in their home country. • Migration out of the UK – retirement abroad. • Working age population – UKs working age population falling as those over 65 are increasing, and having to work longer . • Role of women in society – women choosing to have children later in life and therefore fewer children or no children • Advances in hygiene and medicine – have led to a reduced mortality rate. • Including improved diet and greater understanding of 	10	<p>Level 3 (8-10 marks) The candidate is able to explain fully the factors that influence population patterns in the UK. 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 marks) The candidate is able to explain in some detail the factors that influence population patterns in the UK. 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 marks) The candidate is able to explain briefly the factors that influence population patterns in the UK. 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/Indicative content	Mark	Guidance
			<p>health risks in smoking and lack of exercise have improved life expectancy for many</p> <ul style="list-style-type: none"> • Religious beliefs – Previously may have had influence on birth rates do not have such a strong influence today e.g Roman Catholic women use contraception and have abortions even though their church advises against both • Cultural expectations – acceptable to have a small family, more economically viable. 		0= no response worthy of credit
2	(b)		<p>Answers may include:</p> <p>Needs to support independent living.</p> <ul style="list-style-type: none"> • Wide car park space 3300mm to accommodate wheelchair friendly path • Bungalow – all on one level no stairs • Keep distance from car parking space to house to a minimum on level or sloping ground • Entrance to house should be level or gently sloping and well lit • Communal stairs should offer easy access • Lifts accessible to a wheelchair • Width of doorways and hall ways should accommodate a wheelchair • Design should incorporate the provision for a future stair lift and identify space for a through the floor lift • There should be space for turning a wheelchair • Living room windows should be low and easy to operate • Toilet at entrance level • Shower/wet room fitted • Walls in bathrooms and toilets should be able to accommodate adaptations such as hand rails • Bathrooms should be designed to include ease of 	15	<p>Level 4 (13-15 marks) The candidate is able to fully discuss how the design of a house can meet the needs of people with limited mobility. Ideas will be expressed clearly and fluently in a well-structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p>Level 3 (9-12 marks) The candidate is able to discuss in some detail how the design of a house can meet the needs of people with limited mobility. There will be evidence of subject specific terminology. The information will be expressed clearly although some ideas may not be fully developed. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2 (5-8 marks) The candidate gives some discussion, which may lack detail, how the design of a house can meet the needs of people with limited mobility. 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/Indicative content	Mark	Guidance
			<p>access to the bath, toilet and wash basin</p> <ul style="list-style-type: none"> • Switches, sockets, ventilation and service controls should be at a practical height for everybody • Dropped kerb or ramps for easy access • Toughened glass, guards to fires and stairs contribute to a safe home • Modified kitchen appliances, units for wheelchair use and work surfaces with adjustable height • Easy to manage heating system • Easy to clean surfaces • Lighting – good lighting to ensure ease of movement. 		<p>Level (1-4 marks)</p> <p>The candidate gives basic discussion as to how the design of a house can meet the needs of people with limited mobility. 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>
3	(a)		<p>Answers may include:</p> <p>Education – Young people now have to stay in education or training till 18. Depending on what qualifications they have will depend on whether they are able to obtain work</p> <p>Technology - employment in manufacturing continues to fall due to advances in technology, so dependent on skills and training they have will affect type of job they can obtain.</p> <p>Employment Opportunities - Employment in service, leisure, hospitality, beauty and social care industries continue to increase.</p> <p>Contracts – The growth of part time and temporary employment along with zero hours contract may affect whether school leavers are able to find employment</p> <p>Immigrants – Many people seek employment in the UK from other parts of Europe. This may affect the number of jobs available for school leavers</p> <p>State of the economy – if the economy is buoyant then there may be many jobs for school leavers. Potential redundancies due to cost cuts, recession.</p> <p>Experience – if they have had a part time job whilst at school more likely to obtain work once leaving school</p>	10	<p>Level 3 (8-10 marks)</p> <p>The candidate is able to explain fully the factors affecting patterns of employment for 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 2 (5-7 marks)</p> <p>The candidate is able to explain in some detail the factors affecting patterns of employment for young people. 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 marks)</p> <p>The candidate is able to explain briefly the factors affecting patterns of employment for young people. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling</p>

Question			Answer/Indicative content	Mark	Guidance
			<p>Availability of apprenticeships – may mean school leavers are less likely to be unemployed</p> <p>Employment pool full – due to increased retirement age.</p> <p>Geographical location – could be lack of opportunities in local area –eg rural. Heavy industry in towns and cities has ceased meaning less opportunities for work.</p>		<p>may be intrusive.</p> <p>0= no response worthy of credit</p>
3	(b)		<p>Answers may include:</p> <p><u>Financial support</u></p> <ul style="list-style-type: none"> • Job seekers allowance – over 18s who are out of work or working less than 16 hours • Income support – for those aged 16 – 59 who cannot work and do not have enough money to maintain a reasonable standard of living <p><u>Employment schemes</u></p> <p>Compulsory schemes</p> <ul style="list-style-type: none"> • Those claiming Job seekers allowance have to follow a government employment scheme such as Traineeships <p>Voluntary schemes</p> <ul style="list-style-type: none"> • Work experience programme - for people aged 16 to 24. It aims to give experience of a working environment and normally lasts for between two and eight weeks • Help to work scheme – if still unemployed (job grant) • Apprenticeship programmes – help school leavers achieve vocational qualifications and skills • Job clubs – offering training on the completion of CVs and preparation for interviews • Job/Work trials – enables employers to try out unemployed people in a particular job for up to 15 days while the person still claims benefits • Training schemes – government funded and provide work based training • New deal (2004) Work programme (2011) pays private companies and charities to help fund the 	15	<p>Level 4 (13-15 marks) The candidate is able to fully discuss the support services available to unemployed 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 (9-12 marks) The candidate is able to discuss in some detail the support services available to unemployed young people. There will be evidence of subject specific terminology. The information will be expressed clearly although some ideas may not be fully developed. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2 (5-8 marks) The candidate gives some discussion, which may lack detail, the support services available to unemployed 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> <p>Level (1-4 marks) The candidate gives basic discussion to the support services available to unemployed young people. Information will be poorly expressed and there will be limited if any use of</p>

Question			Answer/Indicative content	Mark	Guidance
			<p>long term unemployed work.</p> <ul style="list-style-type: none"> • College – to obtain qualifications • Careers and job fairs - opportunity to meet with companies to establish job opportunities. • Charities local to area live in to support finding a job. 		<p>specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0=no response worthy of credit</p>
4	(a)		<p>Answers may include:</p> <ul style="list-style-type: none"> • Department for health 8 tips for healthy eating – base meals on starchy foods, 5 fruit and vegetables a day, eat more fish, eat less salt, eat less saturated fat and sugar, maintain a healthy weight, drink plenty of fluids, don't skip breakfast. • Eatwell guide/ Eatwell plate – starchy 37%; fruit/veg 39%; oils 1%; beans, pulses, meat 12%; dairy 8%; occasional foods 3%. • Change for life – fruit and veg boost, meal mixer, smart swaps and sugar swaps • 5 a day scheme • School fruit and vegetable scheme • School meal standards – healthy meals for schools • Extended school and breakfast clubs • Diabetes UK – calorie reduction to lose weight (low fat diet), increased fibre intake • British heart foundation – balanced diet, 5 portions of fruit and vegetables, healthy fats (not too much saturated fat), reduced salt • Doctors surgeries/ NHS/nurses – nutritional advice. • School – PSHEC lessons • Food buses – eg Waitrose on healthy eating. 	10	<p>Level 3 (8-10 marks) The candidate is able to explain fully the nutritional advice from various organisations that aim to improve people's nutritional health in the UK. 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 marks) The candidate is able to explain in some detail the nutritional advice from some organisations that aim to improve people's nutritional health in the UK. 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 marks) The candidate is able to explain, which may lack detail, some of the nutritional advice from some organisations that aim to improve people's nutritional health in the UK. 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/Indicative content	Mark	Guidance
4 (b)	<p>Answers may include:</p> <ul style="list-style-type: none"> • Not smoking - smoking contributes significantly to the incidence of CHD. The risk of thrombosis (blood clot) also increases. The heart and circulatory system has to work harder in a smoker to supply the body with oxygen • Maintaining a healthy weight will reduce the risk of CHD. A body mass index of above 30 significantly increases the risk. Distribution of body fat is also significant as those carrying abdominal fat are at greater risk than those carrying fat on the hips. • Reducing stress levels caused by work, unemployment. Debt, lack of sleep, health or relationship problems can help reduce the risk of CHD. Too much stress and tension can raise blood pressure and may make relaxation and sleep difficult. • Exercising – increasing exercise and fresh air will increase the efficiency of the heart and the whole circulatory system. • Reducing type and quantity of fat – LDL cholesterol a risk factor as it forms arterial plaque in the blood vessels. Foods high in saturated fat can also increase the amount of cholesterol in the blood. Reducing consumption of trans fatty acids (processed fats) can also raise blood LDL cholesterol. • Increase Omega 3 fatty acids – foods such as oily fish, nuts and seeds contain omega 3 which may cut the risk of heart disease (but is inconclusive) • Lowering salt levels – there are possible links between salt intake and high blood pressure. High blood pressure is a significant risk factor in the development of CHD. • Increased calcium levels – in some studies a high intake of calcium has been associated with the 	15	<p>Level 4 (13-15 marks) The candidate is able to fully discuss how lifestyle choices can reduce the risk of coronary heart 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 3 (9-12 marks) The candidate discusses in some detail how lifestyle choices can reduce the risk of coronary heart disease. There will be evidence of subject specific terminology. The information will be expressed clearly although some ideas may not be fully developed. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2 (5-8 marks) The candidate gives some discussion, which may lack detail, how lifestyle choices can reduce the risk of coronary heart disease. 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 basic discussion how lifestyle choices can reduce the risk of coronary heart 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/Indicative content	Mark	Guidance
			<p>reduced incidence of CHD.</p> <ul style="list-style-type: none"> • Reduced alcohol consumption – High intakes of alcohol can contribute to CHD as it can increase high blood pressure and damage heart muscles. Also as alcohol high in calories can lead to obesity which is associated with increased risk of CHD. • Increased fruit and vegetable consumption – due to antioxidants which may offer some protection against CHD by preventing the development of fatty deposits in the arteries. • Sugar consumption – excess sugar consumption may lead to excess weight and obesity, could lead to CHD. 		

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