

Home Economics (Food, Nutrition and Health)

Advanced Subsidiary GCE

Unit **G001**: Society and Health

Mark Scheme for January 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Caret sign to show omission
	Significant amount of material which doesn't answer the question
	Not answered question
	Benefit of doubt not given
	Repeat
	Noted but no credit given
	Tick

Marking crossed out and duplicated answers

OCR currently provides examiners with 'rules' for marking crossed out answers (which may be partially or wholly correct) and duplicated answers. Duplicated answers refer to two (or more) alternative responses to the same question, or responses to more optional questions than required within the paper rubric.

The rules are as follows:

Crossed out answers

- where a candidate crosses out an answer and provides an alternative response the crossed out response is not marked and gains no marks
- where a candidate crosses out an answer to a whole question, but makes no second attempt and the inclusion of the answer would not cause a rubric infringement, the assessor should attempt to mark the crossed out response and award marks appropriately.

Duplicated answers

- normally all responses are marked and the highest mark given
- where alternate answers are provided to a multiple choice question, no mark should be awarded (for example: following a request to tick one box, the candidate ticks two or more boxes)
- where the candidate provides contradictory responses, no mark should be awarded (for example: the candidate writes a statement such as 'water freezes at 0°C this means it is a liquid at -10°C'). The candidate, here, does not seem to understand the context of the 'question'
- where the candidate has adopted a 'scattergun' approach by providing multiple answers to a single response question, no mark should be awarded.

Question			Answer	Mark	Guidance
1	(a)	(i)	60	1	Accept 60 or £60
		(ii)	Transport	1	
		(iii)	30	1	Accept 30 or £30
1	(b)	(i)	Type 2 when the body produces some but not enough insulin (non-insulin dependent diabetes) and usually managed by diet. Cannot regulate blood sugar levels.	1	
		(ii)	Obesity/overweight/People eating high energy/sugar/fat foods	1	
1	(c)		<p>Examples</p> <ul style="list-style-type: none"> • Eat healthy balanced diet (1) based on starchy foods/ plenty of fruit and veg/low in fat/sugar/eat well plate. (1) • Reduce the amount of saturated fat in the diet (1) To avoid becoming overweight/obese which contributes to type 2 diabetes. • Only eat small amounts of sugar (1) this helps prevent sugar levels becoming too high (1) • Eat three meals a day/regular meals/plan meals/control portions (1) controls appetite and blood glucose levels (1) • Include high fibre foods/high GI (1) These have less of an effect on blood glucose levels/slow release of glucose/fill you up (1) • Drink alcohol in moderation (1) empty calories (1) 	4	<p>1 mark for dietary change and 1 mark for explanation</p> <p>Accept dietary change without explanation for 1 mark</p> <p style="text-align: right;">2 + 2 marks</p>

Question	Answer	Mark	Guidance
1 (d)	<p>Examples</p> <ul style="list-style-type: none"> • Eatwell plate – makes healthy eating easier to understand -shows types and proportions of foods required for healthy, well balanced diet. • Five a day – encourages people to eat 5 portions of fruit and veg each day. Low in fat and calories- can maintain healthier lifestyle and weight. • National Healthy schools programme – four themes-PSHE, Healthy eating, physical activity and emotional health and well being. Schools apply for status of healthy school. • Walk once a week – parents & children encouraged to walk to school at least once a week. Increases physical activity. • School fruit and veg scheme – one piece of free fruit or veg for each four to six year olds, should the school participate in the scheme. • Cycle to school – children encouraged as cycling enjoyable and affordable way to exercise. • Breakfast clubs – opens before school, targets those who arrive at school without breakfast. • Healthy school meals – food based standards which specify nutrients which must be provided in school lunch. • Choosing Health – aims to reduce number of people who smoke, reduce obesity, improved diet and nutrition, increase exercise, encourage sensible drinking and improve sexual and mental health. • Healthy Start – Exchanging vouchers for fruit and veg, milk and free vitamins. • Eight healthy eating guidelines – Eight tips from the government to encourage a healthy lifestyle. • Change4life – gives general advice about changes that can be made to achieve a healthy eating and exercise. 	4	2 + 2 marks

Question		Answer	Mark	Guidance
1	(e)	<ul style="list-style-type: none"> • Job Centre/job club – helps unemployed find work, helps with writing CVs and interview techniques. • Jobseekers Allowance – available for those under retirement age/work less than 16 hours. Have to be available/able to work, actively seeking work and need NI contributions to qualify • Income support – for 16-59 who cannot work and do not have enough money. • Housing benefit – helps towards rent. Council tax benefit helps with payment of Council Tax • Job grants – help with costs of moving from unemployment into work. One –off payment. • Work trials – employers try out unemployed in a job. • Training schemes/apprenticeships – help unemployed train for work. 	4	<p>Must give full explanation to gain 2 marks</p> <p style="text-align: right;">2 + 2 marks</p>
1	(f)	<p>Geographical location</p> <ul style="list-style-type: none"> • Live in rural area (1) less jobs available (1) more money spent on transport.(1) • Living in city(1) easier to find employment (1) decrease in transport costs (1) • Costs of housing (1) expensive in some parts of country(1) • If few jobs in rural or city (1) standard of living falls (1) • Living in a deprived area / rural area (1) lacks facilities e.g. doctors, shops, transport, leisure activities (1) limited job opportunities (1) • North/south divide (1) more expensive to live in the South/less expensive to live in the North as incomes tend to be lower(1) 	8	<p>Must give two different reasons. Must give full explanation to gain full marks</p> <p>4 marks for geographical location 4 marks for number of people</p> <p style="text-align: right;">4 + 4 marks</p>

Question	Answer	Mark	Guidance
	<p>Number of people.</p> <ul style="list-style-type: none"> • Large households need larger income(1) to maintain standard of living (1) • Collective income from a large household(1) may lead to higher standard of living (1) • More dependants in the household (1) individuals may make limited financial contribution (1) but need financial resources eg elderly, children (1) • Fewer people in household(1) limited financial resources (1) • Fewer dependant people in household (1) may have high disposable income (1) 		
	Total	25	

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> • Education – young people have to stay in education until 18. University costs so choosing to work first. • Apprenticeships – Vocational route for young people. • Age – older people spending longer in retirement, increase in life expectancy, work force older • Gender – more women in paid employment • Family commitments – Care for young children or elderly may lead to limited employment opportunities. • Technology – employment in manufacturing decreasing. Employment in service industries increasing. • Contracts – more part-time and temporary employment. Flexible working practices common eg job sharing. Working from home. • Immigrants – people from other parts of Europe look for employment opportunities in the UK • Job type – types of jobs such as hotel and restaurant work, care industry seen increase • Self-employed – more people especially men more likely to be self-employed • Location- some parts of the country have higher employment rates than others 	10	<p>If communication is clear this will help inform the level.</p> <p>Credit will be given for all valid points</p>	<p>For each question in Section B</p> <p>A01 Demonstrate knowledge and understanding accounts for 3 marks</p> <p>A02 Apply knowledge and understanding and analyse problems accounts for 14 marks</p> <p>A03 Organise, evaluate and justify accounts for 8 marks</p> <p>Level 1 9-10 marks The candidate is able to describe a wide range of factors that affect patterns of employment. 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 6-8 marks The candidate is able to describe a range of factors which affect patterns of employment. 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>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> Economic climate – more difficult to find employment, eg those leaving universities with degrees. Redundancy. 			<p>Level 3 3-5 marks The candidate is able to give superficial description of some factors which affect patterns of employment. 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 4 0-2 marks The candidate is only able to show very limited knowledge of patterns of employment. 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	
				Content	Levels of response
2	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> • Self-respect and identity – employment gives identity and so self-esteem and respect. Without employment individual may feel worthless and have low self-esteem. Lack of money may lead to social exclusion. May feel embarrassed. May attach stigma on failure to work or reliance on welfare benefits. If employed family roles may change causing conflict or stress. Lack of confidence. May lead to depression. Lower aspirations. Mental health issues. • Financial security – debt worries and lack of resources to feed and clothe family. Difficulties meeting cost of paying rent or a mortgage. May lead to homelessness or poverty. May have to relocate to less desirable area. May have to give up leisure pursuits. May have poor diet or health. Young unemployed may depend on parents and live at home. Resorting to gambling/alcohol/crime. • Stimulation and enjoyment – Unemployed may find it hard to occupy themselves. May be bored (lack of financial resources) • Opportunities and new skills – individual may quickly feel out of touch with workplace. May relocate to gain employment. May do volunteer work to increase skills. 	15	<p>If communication is clear this will help inform the level.</p> <p>Credit will be given for all valid points</p>	<p>Level 1 13-15 marks The candidate is able to explain in detail a range of effects of unemployment on 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 2 9-12 marks The candidate explains a wide range of effects of unemployment on families. 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 3 5-8 marks The candidate gives superficial explanations which may lack detail of a range of effects of unemployment on 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>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • Leisure time – may have to go without holidays, cars, and other consumer goods. Unemployed watch more TV, less socially active outside the home. • Social relationships – loss of social contact may put a strain on family relationships. Tension at home- lead to arguments violence or marital breakdown. Behavioural problems in children Unemployed may not share worries or concerns with family. 			<p>Level 4 0-4 marks The candidate shows limited understanding of a range of effects of unemployment on families. 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	
				Content	Levels of response
3	(a)	<p>Indicative content:</p> <p>Advantages</p> <ul style="list-style-type: none"> • Easy to budget – save deposit whilst renting. • Wide choice – different types of housing available • Easier mobility for employment – if need to re-locate for employment, or temporary accommodation. • Initial costs much lower-no large deposit needed • Landlord responsible for maintenance-saves costs • Registered landlords provide more protection for the tenant. • Fixed term – now exactly duration of rent • Social/LEA housing – may be inexpensive • Not as long term a commitment as buying. <p>Disadvantages</p> <ul style="list-style-type: none"> • Insecure – may be asked to leave before end of tenancy • Any money belongs to landlord, not towards the house • Some landlords do not always maintain the home- may lead to poor standard of housing • Not yours to change – so may not like décor/fixtures & fittings • Renting can be expensive – as house is not yours money is not an asset • High security deposit may be needed. 	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 1 9-10 marks The candidate is able to explain a wide range of advantages and disadvantages of renting a 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>Level 2 6-8 marks The candidate is able to explain a range of advantages and disadvantages of renting a home. 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 3 3-5 marks The candidate gives superficial knowledge of the advantages and disadvantages of renting a 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>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>Level 4 0-2 marks The candidate shows very limited understanding of the advantages and disadvantages of renting a 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>
3	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> • Families with young dependent children – home should be safe and well maintained. Safe place to play eg garden. Enough bedrooms- children over age of 10 of opposite sex should not have to share bedrooms. Space for family to eat together. Storage space. Quiet area for homework. Good sound insulation. • Families with dependent older members – home possibly needs to be adaptable and flexible. Good lighting. Older members may need own space eg bathrooms/area to study. • Physically disabled individuals/Elderly – access by ramps, parking area with dropped kerb. Warm and well insulated. Good security. Access to main rooms by widening doors or installation of stair lift. Bath or shower room accessible. Modified kitchen appliances with adjustable surfaces. Lowering of switches and heating controls. Annexe for elderly 	15	<p>If communication is clear this will help inform the level.</p> <p>Credit will be given for all valid points</p>	<p>Level 1 13-15 marks The candidate is able to describe fully how the design of houses can be adapted for changing life styles. 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 9-12 marks The candidate is able to describe in some detail how the design of houses can be adapted for changing life styles. 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>	

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • Single person households – low maintenance. Secure parking. Home should be safe and secure. Size of property important eg one bed roomed flat. 			<p>Level 3 5-8 marks The candidate gives superficial knowledge of how the design of houses can be adapted for changing life styles. 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 4 0-4 marks The candidate shows very limited understanding of how the design of houses can be adapted for changing life styles. 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	
				Content	Levels of response
4	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> • Increase life expectancy-has impact on health care • Reduce cost of NHS- burden on society • Lower risk of infection and diseases-better health of individuals • Lower obesity-decrease diet related disease eg diabetes • Reduce some cancers-lower care costs • Reduce risk of mental health problems-reduces NHS costs • Improve diet and nutrition-reduces obesity/CHD. • Reduce number of people who smoke-reduces cancer and other diseases • Increase exercise- reduces obesity • Encourage and support sensible drinking-reduces NHS costs • Improve sexual health-lessen teenage pregnancies • Make initiatives accessible to all eg Eatwell plate 	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 1 9-10 marks The candidate is able to explain in detail the purpose of health education policies. to individuals and society 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 6-8 marks The candidate is able to explain in some detail the purpose of health education policies to individuals and society. 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 3 3-5 marks The candidate gives superficial knowledge of the purpose of health education policies to individuals and society. 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
						<p>Level 4 0-2 marks The candidate shows very limited understanding of the purpose of health education policies 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>
4	(b)	<p>Indicative content:</p> <p>Private</p> <ul style="list-style-type: none"> • Medical Insurance eg BUPA • Needs to be paid for – no waiting lists. • Dental services-cosmetic dentistry, implants • Optical services • Fertility treatment- more than one treatment has to be paid for • Chiropodist-conditions of foot and lower limb • Cosmetic surgery- • Health screening <p>Statutory</p> <ul style="list-style-type: none"> • Primary Care • GP's- for vaccinations, examinations and treatment, prescriptions, referrals to other health services, medical tests • NHS direct – telephone service to offer advice and support particularly for out of hours • NHS Walk in centres – seen by health professional often out of hours 	15	<p>If communication is clear this will help inform the level.</p> <p>Credit will be given for all valid points</p>	<p>Level 1 13-15 marks The candidate is able to describe in detail the role of private, statutory and voluntary services in the provision of health care. 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 9-12 marks The candidate is able to describe in some detail the role of private, statutory and voluntary services in the provision of health care. 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>	

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • Dentists • Optician – prescribe and fit glasses, eye disease • Pharmacist – give advice and prescriptions <p>Secondary Care</p> <ul style="list-style-type: none"> • Emergency and urgent care – 999 and A and E departments • Acute trusts – hospital care • NHS trusts – meet needs of local population • Ambulance trusts – emergency access to health care <p>Voluntary (health care)</p> <ul style="list-style-type: none"> • Age UK – help elderly • Red Cross/St Johns Ambulance – healthcare and first aid • Samaritans – help and support • Alcoholics Anonymous – support to those with alcohol problems • Drug dependency groups • MIND – helps those with mental health issues 			<p>Level 3 5-8 marks The candidate gives superficial explanations which may lack detail of the role of private, statutory and voluntary services in the provision of health care. 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 4 0-4 marks The candidate shows a very limited understanding of the role of private, statutory and voluntary services in the provision of health care. 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>

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