

Home Economics (Food, Nutrition and Health)

Advanced Subsidiary GCE

Unit **G001:** Society and Health

Mark Scheme for June 2013

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2013

Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Caret sign to show omission
	Not answered question
	Repeat
	Noted but no credit given
	Tick

Question		Answer	Marks	Guidance
1	(a) (i)	16-17	1	
	(ii)	50+	1	
	(iii)	Eg <ul style="list-style-type: none"> • World economy/recession. • Cuts to (public sector) jobs/lack of available jobs/too much competition • Immigration. • Lack of qualifications/employers demanding higher qualifications/lack of skills • Geographical area, young people not being able to move to where the jobs are. • More older people staying in jobs/increase in retirement age. • Lack of experience/employers selecting experienced personnel. <p>1 mark for each cause identified. Up to a maximum of 3</p>	3	
	(b) (i)	Family <ul style="list-style-type: none"> • a group or social unit • connected by blood/marriage/adoption. 	2	One mark for each bullet point.
	(ii)	Household <ul style="list-style-type: none"> • a group of people/family/social unit/ not necessarily related. • who share the same address and living arrangements. 	2	One mark for each bullet point. To gain full marks candidates must identify that households share the same address/living arrangements. Accept one person living alone for one mark.

Question		Answer	Marks	Guidance
(c)		<ul style="list-style-type: none"> • Nuclear family – two generations living together eg parents and children • Extended family – three generations living together or living very close to one another • Reconstituted (step) family – one or both parents have children from a previous relationship. • Lone/single parent family – a single parent with a child/children • Gay/ lesbian family – a same sex couple living together as a family. 	3x2	1 mark for family structure (max. 3 marks) and 1 mark for each description.
(d)		<p>Increase in lone parent families</p> <ul style="list-style-type: none"> • Social acceptability. • Acceptability of divorce/increase in divorce rates/ divorce is easier. • Women less likely to remain in abusive relationships. • More relaxed view of sex outside a committed relationship. <p>Increase in older mothers</p> <ul style="list-style-type: none"> • More women continuing education/career. • Rise in later marriage. • Better treatment of age-related fertility problems. • Choose to have children when they have material possessions/ financial stability. • Availability of contraception. <p>Changing family roles</p> <ul style="list-style-type: none"> • Women more likely to be working which can result in shared roles. • Women who are high earners may result in males staying at home/ 'househusbands' • Increased child care costs/ both parents working due to financial circumstances leading to extended family caring for children. 	3x2	<p>Must give full explanation to gain marks.</p> <p>2 marks for each explanation.</p>

Question		Answer	Marks	Guidance
(e)		<p>Increase in cancer e.g lung, mouth, bladder, kidney stomach and pancreatic cancer. Caused by tar / carcinogens from tobacco smoke.</p> <p>Increase in heart disease Smoking causes fat deposits to narrow and block blood vessels (atherosclerosis) which leads to heart attack.</p> <p>Poor circulation. Nicotine causes blood vessels to narrow, reduces oxygen supply. Some smokers end up having their limbs amputated. Carbon monoxide reduces the capacity of being able to transport oxygen.</p> <p>High Blood Pressure The mixture of nicotine and carbon monoxide in each cigarette increases your heart rate and blood pressure/ increase in strokes.</p> <p>Increase in premature birth/ low birth weight/ spontaneous abortion/ cot death. Due to reduced circulation caused by nicotine.</p> <p>Increase in breathing problems/asthma/ bronchitis/ COPD/ emphysema your airways swell up and let less air into your lungs. Caused by irritation by tar and smoke clogging lungs preventing the cleaning mechanism.</p> <p>Dental Caries Smoking reduces saliva production.</p> <p>Osteoporosis Nicotine affects hormone levels and kills bone building cells.</p>	2x2	Do not accept two different cancers. 1 mark for each point identified and one for the description.
		Total	25	

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Describe the causes of CHD.</p> <p>Indicative content:</p> <p>Family history – Hereditary factors - more likely if relatives have it.</p> <p>Gender Males more likely to suffer from CHD, females protected by hormones.</p> <p>Age – Risk increases with age.</p> <p>Stress – Increases risk of CHD, by raising blood pressure.</p> <p>South Asian descent – genetic link of increased risk.</p> <p>High Blood Pressure</p> <p>High saturated fat intake.</p> <p>Processed foods can contain high levels of trans fatty acids and when consumed can raise LDL cholesterol levels in the blood.</p> <p>High salt intake.</p> <p>High alcohol consumption.</p> <p>A low intake of fruit and veg.</p> <p>results in low levels of antioxidant vitamins and minerals which increases the risk of atherosclerosis.</p> <p>Obesity.</p> <p>Alcohol is high in calories and can contribute to excessive weight gain.</p> <p>The risk of heart disease increases in people who are obese</p> <p>Lifestyle</p> <p>Imbalance of energy intake and energy expenditure increases risk of heart disease.</p> <p>Lack of exercise.</p>	10	<p>If communication is clear this will help inform the level.</p> <p>Level 4 (9–10 marks) The candidate gives a comprehensive description of a wide range of causes of CHD with relevant well explained links. 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 causes of CHD with relevant links. The information will be expressed clearly although some ideas may not be fully developed. There will be sound use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–5 marks) The candidate describes one or two causes with limited links to CHD. 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>Smoking</p> <p>Raises blood pressure and narrows arteries .</p> <p>Arteries that supply the heart with oxygen and blood becoming narrow caused by a build up of arterial plaque called atherosclerosis.</p>			<p>Level 1 (1-2 marks)</p> <p>The candidate identifies one or two causes with no clear links to CHD. 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	
				Content	Levels of response
(b)		<p>Explain the role of diet in the prevention of CHD.</p> <p>Indicative content:</p> <p>Following healthy eating guidelines. Practical food-based advice to reduce the risk of this disease eg Eat Well Plate, and the 8 Healthy Eating Guidelines.</p> <p>Eating plenty of fresh fruit and vegetables – follow the Eat 5 or more portions of fruit and vegetables each day. Increases Antioxidants/ free radicals which reduces the risk of CHD.</p> <p>Reducing intake of saturated fat/trans fats. Choose lean meat, poultry, beans and alternatives instead of fatty meat or meat products Choose low-fat dairy foods eg skimmed or semi-skimmed milk, low fat cheese, cream. Reduces the likelihood of clogging/ furring/narrowing/ arteries. This reduces the risk of high blood pressure. Helps maintain a healthy body weight. BMI 20-25 kg/m²</p> <p>Reducing salt intake To lower blood pressure. Choose low-salt products and use less salt in cooking. Reduce consumption of processed foods / snacks.</p>	15	<p>If communication is clear this will help inform the level.</p> <p>Accept appropriate examples of food eg Chinese take away high in salt.</p>	<p>Level 4 (13–15 marks) The candidate gives a comprehensive explanation of a wide range of factors affecting the role of diet with clear links to the prevention of CHD. Information 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 a range of factors that affect the role of diet in preventing CHD. 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 one or two factors that affect the role of diet in preventing CHD. 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 limited links between the role of diet and the prevention of CHD. Information will be poorly expressed, and may be a list. There will be limited if any use of specialist terms or examples. 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
		<p>Eating at least two portions of fish, of which one should be oil-rich fish, each week high in Omega 3 which is beneficial to the heart.</p> <p>Eating cholesterol-lowering products Products that contain plant stanols/sterols. These can help to reduce the level of blood cholesterol if used as a part of a healthy balanced diet. High level of LDL and low level of HDL may cause heart disease</p> <p>Eating plenty of whole-grain cereals eg whole-wheat cereals, wholemeal bread and brown rice. These contain a number of components that may contribute to a reduced risk of heart disease, such as vitamin E and dietary fibre.</p>		<p>Do not accept brown bread (too vague)</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>Describe the issues society faces in the provision of the Welfare State.</p> <p>Indicative content:</p> <p>Costs of Benefits</p> <p>Rising costs of state support</p> <p>Rising costs of benefits and country can't afford it/increase in taxes</p> <p>Over/under payments cause problems for both individuals and society.</p> <p>Effects of immigration on health and Education.</p> <p>Universal and means tested benefits.</p> <p>High rates of welfare dependency and poverty</p> <p>Growing problem</p> <p>More children grow up in workless households.</p> <p>25% of adults do not work.</p> <p>Cycle of deprivation.</p> <p>System too complex</p> <p>Claimants have to fill in several complicated forms which may lead to them not claiming/language</p> <p>People have to deal with more than one agency</p> <p>Little knowledge of benefit system</p> <p>People may be overpaid and have to pay money back</p> <p>When people move back into work benefits may stop and start- affects crucial support</p> <p>Delays in benefits being paid.</p>	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 issues facing the provision of the welfare state. 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 issues facing the provision of the welfare state. The information will be expressed clearly although some ideas may not be fully developed. There will be sound use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 (3–5 marks) The candidate describes one or two issues facing the provision of the welfare state. 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 (1–2 marks) The candidate identifies at least one issue facing the provision of the welfare state. 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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>Poor work incentives Low earnings for some jobs so people not encouraged to work. Some low paid workers earn more when on benefits.</p> <p>Costs of NHS Rising costs Country can't afford costs Costs of care/medicines Location affects services available to you.</p> <p>Aging population High numbers of elderly may need NHS care. Increase in cost of social care. Advances in medical science may lead to costly treatments. Growth in life expectancy Declining mortality rates Increased need for voluntary services.</p> <p>Burden of dependency. Not enough working people paying tax to support those on benefits. Raising retirement age, rising costs of pensions.</p>			

Question		Answer	Marks	Guidance	
				Content	Levels of response
(b)		<p>Explain the effects of homelessness on a young adult.</p> <p>Indicative content:</p> <p>Difficulty in obtaining mainstream services – with no address it is difficult to obtain a job, open a bank account claim benefits or register with a doctor. May not be able to access social or private rented housing</p> <p>Low self esteem – lose the ability to care for self leading to depression and mental health problems</p> <p>Limited access to health and hygiene – no access to washing or toilet facilities/could cause a range of diseases including respiratory and hyperthermia/diet may suffer.</p> <p>Boredom – may increase chances of entering criminal justice system/increase chances of substance or alcohol abuse</p> <p>Difficulties with relationships – stress/putting strain on relationships/can cause emotional problems and people become aggressive/relationships can break down</p> <p>Increased dangers – sleeping in visible places puts the homeless at risk/women may be at more risk</p> <p>Social exclusion – no access to normal every day activities and possessions.</p> <p>No base. – Difficulty in keeping personal items safe. No privacy.</p>	15	<p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p>	<p>Level 4 (13–15 marks) The candidate gives a comprehensive explanation of a wide range of effects of homelessness on a young adult. 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 a range of the effects of homelessness on a young adult. 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 of grammar, punctuation and spelling.</p> <p>Level 2 (5–8 marks) The candidate explains one or two effects of homelessness on a young adult. 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 one or two effects of homelessness on a young adult. 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	
				Content	Levels of response
4	(a)	<p>Describe why recycling in the home is important in sustaining the environment.</p> <p>Indicative content:</p> <p>Prolongs life of landfill – Shortage of landfill space.</p> <p>Less waste in landfill – recycling ensures that there is less waste to send to landfill. Reduces methane gas.</p> <p>By creating too much waste and consequently pollution, and by wasting fossil fuels you add to problems such as global warming and acid rain</p> <p>Saves resources – Less demand for raw materials, to conserve the resource.</p> <p>Protects plant and wildlife – protects habitat by using less resources such as trees/coal.</p> <p>Recycling paper – reduces imports of pulp and water usage, increases jobs, saves landfill space, protects forests</p> <p>Recycling plastic Reduces use of crude oil, reduces use of non renewable resources, used to produce alternative products e.g. fleece. By not Incinerating, reduces harmful emissions which affect climate change. Reduce landfill.</p> <p>Recycling green waste – composting meaning you don't use peat based compost which is non renewable resource. Reduces landfill and carbon emissions if you are not transporting green waste. Reduces emissions if it is not incinerated.</p>	10	<p>If communication is clear this will help inform the level.</p> <p>Sub Max of five if importance of recycling is described without any links to sustaining the environment.</p>	<p>Level 4 (9–10 marks) The candidate gives a comprehensive description of why recycling in home is important giving clear links to sustaining 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 (6–8 marks) The candidate gives detailed descriptions of why recycling in the home is important in sustaining the environment. Links made between recycling in the home and sustaining 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 (3–5 marks) The candidate gives a limited description of why recycling in the home is important in sustaining the environment. Links between recycling and sustaining the environment are implied. 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 (1–2 marks) The candidate identifies why recycling in the home is important, which may not link to sustaining the environment. Information will be poorly expressed and may be a list. There will be limited 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	
				Content	Levels of response
		Recycling water (brown water) – reduces water usage, preserving water courses, reducing processing costs.			

Question		Answer	Marks	Guidance	
				Content	Levels of response
(b)		<p>Explain how a household can reduce, re-use and recycle effectively.</p> <p>Indicative content:</p> <p>Reduce</p> <p>Buy right quantity to reduce waste.</p> <p>Buy products with less packaging – not double wrapped</p> <p>Reduce amount of junk mail – reduces amount of paper by opting out.</p> <p>Make green choices – refill pack to save transport cost and packaging.</p> <p>Water usage – shower/bath, water saving cisterns, water butt, reuse bath water, turn taps off when cleaning teeth, no hosepipe use watering can.</p> <p>Concentrated Products – washing liquids, deodorant, reduces packaging and transport costs.</p> <p>Bulk Buying – to reduce transport costs.</p> <p>Cotton nappies not disposable – reduces landfill and use of resources.</p> <p>Recycle</p> <p>Kerbside collections – Recycle different waste products eg household plastic bottles, paper, metal and glass containers/local authority wheelie bins</p> <p>Take waste materials to local recycling banks eg Automotive recycling including batteries, tyres, oil and scrap cars/bikes, books, shoes, clothes. Found in supermarkets,</p>	15	<p>If communication is clear this will help inform the level.</p> <p>Credit will be given for all valid points.</p> <p>Use of eco friendly products and fair trade will not be credited.</p> <p>Effectiveness relates to the practicalities of the methods suggested for households.</p>	<p>Methods = reduce, reuse, recycle.</p> <p>Level 4 (13–15 marks) The candidate gives a comprehensive explanation of how a wide range of all three methods can be used effectively. 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 sound explanation of how all three methods can be used effectively. The information will be expressed clearly with relevant examples, 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 marks) The candidate explains one or two methods a household can use effectively. 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 describes one or two methods a household can use. Effectiveness may not be addressed. Information will be poorly expressed, and may be a list. There will be limited if any use of specialist terms or examples . 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
		<p>household recycling depots, village halls</p> <p>Composting kitchen and garden waste – local authority subsidies for the purchase of composting bins, wormeries and food digesters</p> <p>Take unused clothes, computers, paint and furniture to a charity or other organisations or collection can be arranged</p> <p>Many supermarkets offer schemes where specialised items can be recycled eg printer cartridges, mobile phones. Green points for reusing/recycling bags</p> <p>'Freecycle' website – people can give unused items away to others for free.</p> <p>Reuse.</p> <p>Refill water bottles.</p> <p>Reuse carrier bags/bag for life</p> <p>Refill packs eg toiletries, washing liquid, coffee.</p> <p>Use up all left over food</p> <p>Repair rather than replace</p>			

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2013

