

GCE

Home Economics (Food, Nutrition and Health)

Unit **G001**: Society and Health

Advanced Subsidiary GCE

Mark Scheme for June 2015

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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

used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Subject specific - insert details in table making sure that the annotation matches the image that appears on scoris. Your Qualifications Manager or Qualifications Leader will be able to help.

Annotation	Meaning
	Unclear
	Benefit of doubt
	Caret sign to show omission
	Not answered question
	Repeat
	Noted but no credit given
	Tick
	Cross
	Level 1
	Level 2
	Level 3
	Level 4
	Vague

Subject-specific Marking Instructions

that apply across the whole question paper to be included here.

MARK SCHEME:

Question			Answer	Mark	Guidance
1	(a)	(i)	18	1	
		(ii)	12	1	
		(iii)	Meat	1	
1	(b)		<ul style="list-style-type: none"> • Lead to blocked arteries • Lead to heart attack, CHD • Prevents anaemia • Assists growth/builds muscle • Greater risk of cancer eg bowel • Increase cholesterol levels 	2	Do not accept weight gain.
1	(c)	(i)	<ul style="list-style-type: none"> • Offers security [1]from cradle to grave [1] • Offers support [1] for vulnerable classes of society [1] • System supported / paid by the government [1]to provide economic security / benefits [1] • Established to fight five evil giants [1] list of the five [1] want , disease, ignorance ,squalor and idleness 	2	Any two valid points from any of the examples given.
1	(c)	(ii)	<p>Advantages</p> <ul style="list-style-type: none"> • Everyone has access to healthcare and a pension • Safety net when employment not available • Provides for basic needs, helps those in need. • For everyone- everyone equal • Helps to provide an acceptable standard of living. 	2	
				2	

Question		Answer	Mark	Guidance
		<p>. Disadvantages</p> <ul style="list-style-type: none"> • Cost • People living longer so increase in demand • Open to abuse • Creates a culture of dependency • Financial burden on taxpayers 		
1	(d)	<ul style="list-style-type: none"> • Personal care • Domestic care/ home help • Auxiliary care • Social support and surveillance • Day care/ centres/ stroke club • Residential care/care homes/nursing homes • Respite care • Meals on wheels 	2	Care homes/nursing homes allow one mark only.
1	(e)	<p>Advantages</p> <ul style="list-style-type: none"> • Independence – in sheltered accommodation. • social housing, may be more affordable/cheaper • no repairs to pay for, • Sheltered housing will have security/safety and support e.g. scheme manager/warden. • Allows opportunity to socialise • Flexibility to move out if need to go in to another form of accommodation <p>Disadvantages</p> <ul style="list-style-type: none"> • Not their own, therefore need permission to make changes. • May be more expensive, hidden costs e.g. maintenance cost. • May not be familiar with area- isolation, • Landlord may not always complete repairs • May be temporary accommodation-tenancy has to come to an end 	2x2	2 marks for advantage 2 marks for disadvantage

Question		Answer	Mark	Guidance
1	(f)	<ul style="list-style-type: none"> • Single level • Minimise changes in level and incorporate ramps rather than steps for ease of access • Design shower/bathroom for easy access with grab rails/non-slip surfaces/seating. • Incorporate sockets, switches, work surfaces at levels to avoid bending/stretching. • Layout of home so that rooms can be positioned to offer the best views. • Energy efficient home with good insulation so easy to keep warm. • Include door/windows with easily accessible locks/mechanisms. Have windows that open inwards for ease of cleaning. • Security- location of locks on windows and doors, alarm system. • Widened doorways- wheelchair access as person with limited mobility may still need to use wheelchair at times. • Easy access to upstairs/on one level-installation of stair/floor lift, conversion of downstairs room to bedroom/bathroom, handrails. • Bath, shower or wet room accessible- widened doorways, conversion of room, hand rails, bath/shower seat, hoists. • Heating system- easily manageable, efficient. • Well lit- help prevent falls, 	8	
				Total 25 marks

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Indicative content:</p> <p>Causes:</p> <ul style="list-style-type: none"> • Poor dental hygiene. • Not visiting dentist regularly • Sticky deposits caused by poor dental hygiene. • Dental plaque hardens into tartar • which collects in gum line and in between teeth, causing tooth decay • Plaque starts to dissolve enamel. which If not removed by brushing causes tooth decay . • Both plaque and tartar are acidic and dissolve protective enamel coating causing cavities. • Eventually dentine and blood supply damaged-tooth loss if left untreated. • Not brushing teeth for long enough. • Not flossing. • Lack of fluoride in water. • Bottles left in children's mouths • Lack of education about keeping teeth clean. • Supervision of young children cleaning teeth. 	10		<p>Level 3 8-10</p> <p>The candidate is able to describe a wide range of the causes of tooth decay in children, other than diet. 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</p> <p>The candidate is able to give some descriptions of the causes of tooth decay in children, other than diet. 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</p> <p>The candidate is able to describe superficially the causes of tooth decay in children, other than diet. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0=no response worthy of credit</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(b)	<p>Indicative content</p> <p>Keep sugar to mealtimes - limiting time your mouth is at risk from reaction with plaque.</p> <p>Avoid snacking /grazing - this minimises the length of time that food is in contact with teeth.</p> <p>Avoid acidic foods and drinks outside of meal times- these erode the enamel, exposing the dentine underneath.</p> <p>Have a diet rich in vitamins, minerals and fresh food - helps prevent gum disease.</p> <p>Many processed foods contain sugar- Always read the list of ingredients on the labels when food shopping. Limit use of such foods.</p> <p>Limit dried fruit - high in sugar and can stick to the teeth.</p> <p>If fruit eaten as a snack - eat something alkaline such as cheese afterwards. Savoury snacks e.g. cheese, nuts, breadsticks are better.</p> <p>Drink still water and milk – these are non-acidic.</p> <p>Drink fruit juices at meal times- If drunk between meals, dilute with water.</p> <p>Diluted sugar-free squashes- safest alternative to water and milk. Some soft drinks</p>	15		<p>Level 4 13-15</p> <p>The candidate is able to explain fully how changes to dietary habits can reduce the risk of tooth decay. 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</p> <p>The candidate is able to explain a range of how changes to dietary habits can reduce the risk of tooth decay. 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</p> <p>The candidate gives some explanations, which may lack detail, of how changes to dietary habits can reduce the risk of tooth decay. 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>contain sweeteners which are not good for teeth. Reduce consumption.</p> <p>Fizzy drinks can increase the risk of dental problems- sugar can cause decay and the acid in both normal and diet drinks can dissolve the enamel on the teeth. The risk is higher when you have these drinks between meals. Reduce consumption or drink with meals.</p> <p>Check for hidden sugars- in sauces, breakfast cereals.</p>			<p>Level 1 1-4 The candidate is able to give a basic explanation of how changes to dietary habits can reduce the risk of tooth decay. 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>Indicative content:</p> <ul style="list-style-type: none"> • Care, security and protection- family provides basic need to feel safe and confident. Family members provide care and support. Safety need. • Love- family provides basis for strong relationships. Also stabilised sexual and reproductive functions. Social need. Physiological need. Esteem need. • Values, beliefs and attitudes- set by family and important in development of children. Social and self-actualisation need. • Cultural identity- belonging to social group with same attitudes, behaviour and values. Social need. • Socialise children- child learns to fit in with social environment. Starts at home. Social need. Esteem need. • Housing- provides shelter and protection. Address provides access to health, 	10		<p>Level 3 8-10 The candidate is able to fully how a family unit can satisfy basic human needs. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p>Level 2 5-7 The candidate is able to give some descriptions of how a family unit can satisfy basic human needs. 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</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>education and welfare services. Safety need.</p> <ul style="list-style-type: none"> • Financial resources – meet basic needs for food and clothing, especially when young. Physiological need. • Organisation and security – follow daily routines and habits allowing structure to family life. Safety need. 			<p>The candidate is able to describe superficially how a family unit can satisfy basic human needs. 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	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> • Wide range facilities-may make housing expensive- only certain groups may be able to afford e.g. young professionals • Transport – efficient for getting to work and other facilities and services. Must be reliable and regular • Medical services- access to local health / centres/doctors/dentists/clinics/ and hospitals. Within reasonable travelling distance. • Access to shops and supermarkets (links to transport) • Leisure facilities available • Social facilities and clubs - pubs, restaurants, clubs, leisure centres, gyms. • Cultural, history and arts- parks, galleries, cinemas, museums, nature reserves, libraries. • Education and training- nurseries, schools, OFSTED, colleges, universities, adult education centres. libraries, 			<p>Level 4 13-15 The candidate is able to discuss fully which community facilities and amenities may influence where people choose to live. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p>Level 3 9-12 The candidate is able to discuss a range of community facilities and amenities and how they may influence where people choose to live. 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"> • Sport – tennis courts, water sports, swimming pool, football pitches, cycle routes • Access to church/ religious centres. • Location – e.g. communities in rural areas, amenities in urban areas. • Employment opportunities- choose to live in an area where there are jobs available 	PTO		<p>Level 2 5-8 The candidate is able to discuss some community facilities and amenities which may influence where people choose to live. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some errors in spelling punctuation and grammar.</p> <p>Level 1 1-4 The candidate is able to give a limited discussion of some community facilities and amenities which may influence where people choose to live. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0=no response worthy of credit</p>
4	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> • Social exclusion on elderly-not material wealthy to join in normal society. Lack of leisure pursuits and activities. Stigma and lack of status. Relative poverty. • Social isolation - what can happen when the elderly or areas suffer from a combination of linked problems such as low incomes, poor housing, high crime environments and bad health. Elderly likely to be isolated from society, maybe caused by absolute and relative poverty. 	10	Being scared to go out of own home	<p>Level 3 8-10 The candidate is able to fully describe the effects of different types of poverty on the elderly. 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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • Cycle of deprivation – born into poverty and remain in poverty, perpetuating cycle. E.g. Living off benefits then state pension, therefore low income. Absolute Poverty. • Elderly may go without food- lack of income/state pension. Absolute Poverty. • Lack of warmth- fuel poverty, decision to heat or eat due to low income. May not be able to budget for both. Absolute Poverty. • Poor housing - may lead to poor health. Absolute Poverty. • Poverty trap-difficult to escape from. • Strain on individuals and relationships- mental and physical health problems , illness /loss of partner, 			<p>Level 2 5-7 The candidate is able to give some descriptions of the effects of different types of poverty on the elderly. Some information will be relevant, with some subject specific terminology although some ideas may not be fully developed. There may be some errors in spelling punctuation and grammar.</p> <p>Level 1 1-4 The candidate is able to superficially describe the effects of different types of poverty on the elderly. 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. 0=no response worthy of credit</p>
4	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> • Low income – more families living on minimum income or below ,can't afford housing costs, leads to homelessness and social exclusion • Lack of work/unemployment – leads to low income, rent/mortgage arrears, debt, eviction may lead to homelessness • Sickness/ill/disabled leads to inability to work or gain employment therefore could lose house and become homeless. 	15	Credit will be given for all valid points	<p>Level 4 13-15 The candidate is able to discuss fully the possible links between poverty and homelessness. 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>Lev</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • Low pay – still a problem for some but now have minimum wage /living wage/zero hours contract, may result in inability to afford housing. • Death of chief wage earner in family/divorce/lone parent – leads to lack of money , debt, inability to pay for housing needs. • Large numbers of children in a family– lack of finance to provide suitable housing for all family , overcrowding/poor housing. • Lack of education – may lead to poorly paid job , Not being able to afford adequate housing. • Debt – living beyond means – e.g. loan sharks , inability to budget, house may be repossessed. Eviction. • Emergency eg fire flood. May lead to homelessness , Cannot afford the insurance premiums due to low income. • Leaving an Institution – eg military/prison/hospital/care home Unable to access a place to live with no income. • Being dependant on the state- Welfare State to provide housing. If none available become homeless. • Homeless-no fixed address, no work, no money. 			<p>el 3 9-12 The candidate is able to discuss a range of the possible links between poverty and homelessness .The information will be expressed clearly although some ideas may not be fully developed. There will be some use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p>Level 2 5-8 The candidate is able to discuss some possible links between poverty and homelessness. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some errors in spelling punctuation and grammar.</p> <p>Level 1 1-4 The candidate is able to discuss superficially the possible links between poverty and homelessness. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0=no response worthy of credit</p>

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