

Cambridge **NATIONALS** LEVEL 1/2

# ***HEALTH AND SOCIAL CARE***



Exemplar candidate work

Unit R029 – Understanding the nutrients needed for good health

Version 1



## CONTENTS

Introduction	3
LO2 - Mark Band 1	4
LO2 - Mark Band 3	13
Commentary	37

## INTRODUCTION

This is a guide for teachers so that you can see how we mark work for Cambridge Nationals.

The guide contains exemplar candidate work for this unit and covers selected learning outcomes (LOs), and grading criteria.

The accompanying commentary explains why each piece of work was awarded that grade. Additional guidance has been added to suggest improvements that could be made in order to achieve a higher grade.

### Reproduction of candidate work

The candidate's work within this document is reproduced for free of charge distribution to teachers in order to help them prepare candidates for examinations. The work has been reproduced as submitted by the candidates, although, names, logos and third-party copyright material have either been removed or replaced. However, if the work does contain third-party copyright material which we are unaware of and you are the owner of the material, please contact the Resources Team at OCR:

[resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk)

### Model Assignments

Model assignments are available for the following units from the link below.

R022 Communicating and working with individuals in health, social care and early years settings
R023 Understanding body systems and disorders
R024 Pathways for providing care in health, social care and early years settings
R025 Understanding life stages
R026 Planning for employment in health, social care and children and young people's workforce
R027 Creative activities to support individuals in a health, social care or early years settings
R028 Understanding the development and protection of young children in an early years setting
R029 Understanding the nutrients needed for good health
R030 Research – a project approach
R031 Using basic first aid procedures

<http://www.ocr.org.uk/qualifications/cambridge-nationals-health-and-social-care-level-1-2-j801-j811-j821/>

### Plagiarism

Work must be free from plagiarism. Plagiarism is the submission of someone else's work as your own and/or failure to acknowledge a source correctly. Plagiarism makes up a large percentage of cases of suspected malpractice reported to us by moderators. You must make sure you don't accept plagiarised work as evidence.

In line with the policy and procedures of JCQ on suspected malpractice, the penalties applied for plagiarism would usually result in the claim not being allowed.

Plagiarism often occurs innocently when learners don't know that they must reference or acknowledge their sources, or aren't sure how to do so. It's important to make sure your learners understand:

- the meaning of plagiarism and what penalties may be applied
- that they can refer to research, quotations or evidence produced by somebody else but they must list and reference their sources
- quoting someone else's work, even when it's properly sourced and referenced, isn't an indication of understanding. The learner has to 'do' something with that information to show they understand. For example, if a learner has to analyse data from an experiment, quoting data doesn't show that they understand what it means. The learner has to interpret the data and, by relating it to their assignment, say what they think it means.



## LO2 – MARK BAND 1 Unit Recording Sheet (URS)

3616665972

## Health and Social Care

**OCR J811/J821 Unit R029 Level 1/Level 2**

Cambridge Nationals Certificate/Diploma in Health and Social Care

## Unit Recording Sheet

**OCR**  
Oxford Cambridge and RSA

Oxford Cambridge and RSA

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, should be attached to the assessed work of each candidate.

Unit Title	Understanding the nutrients needed for good health	Unit Code	R029	Session	Term/ June	Year	2	0	6
Centre Name					Centre Number				
Candidate Name					Candidate Number				
Criteria		Teacher Comments			Mark	Page No.			
LO1: Know the dietary needs of individuals in each life stage <sup>1</sup>									
MB1: 1 - 3 marks	MB2: 4 - 6 marks	MB3: 7 - 9 marks							
MB1: 1 - 4 marks	MB2: 5 - 8 marks	MB3: 9 - 11 marks							

URS130 Revised September 2014

Oxford Cambridge and RSA Examinations

R029/URS

361665972

Criteria				Teacher Comments	Mark	Page No.
LO2: Be able to create dietary plans for specific dietary needs <sup>2</sup>						
MB1: 1 - 4 marks		MB2: 5 - 7 marks		MB3: 8 - 10 marks	Some reference made to factors from the spec. A basic dietary plan provided.	4
Makes <b>limited</b> references to the factors that influence diet.	Makes <b>detailed</b> references to the factors that influence diet.	Makes <b>thorough</b> references to the factors that influence diet.				
Creates a <b>basic</b> dietary plan that enables the learner to <b>partly</b> meet the needs of individuals.	Creates a <b>sound</b> dietary plan that enables the learner to <b>mostly</b> meet the needs of individuals.	Creates a <b>detailed</b> dietary plan that enables the learner to <b>fully</b> meet the needs of individuals.	[8 9 10]			
[1 2 3 4]	[5 6 7]	[8 9 10]			Very basic reference to the nutrients in chosen ingredients. Basic understanding of nutrients and functions. Meal chosen is balanced. limited links to S/K/U from other units.	4
MB1: 1 - 4 marks		MB2: 5 - 7 marks		MB3: 8 - 10 marks		
The plan includes <b>basic</b> information on how it reflects the needs of the individual and their conditions, and how it can address their conditions and symptoms.	The plan includes <b>clear</b> information on how it reflects the needs of the individual and their conditions, and how it can address their conditions and symptoms.	The plan includes <b>detailed</b> information on how it reflects the needs of the individual and their conditions, and how diet and food choices can address their conditions and symptoms.				
It shows <b>basic</b> understanding of the importance of nutrients and their functions to the individual and <b>limited</b> reference to the main nutrients required in the diet and sources described in a <b>basic</b> way. There is <b>some</b> understanding of the importance of a balanced diet.	It shows a <b>sound</b> understanding of the importance of nutrients and their functions to the individuals and <b>some</b> relevant references to the main nutrients required in the diet and sources described in a <b>clear</b> manner. There is <b>clear</b> understanding of the importance of a balanced diet.	It shows a <b>thorough</b> understanding of the importance of nutrients and their functions to the individual and <b>many</b> relevant references to the main nutrients required in the diet and sources described in a <b>detailed</b> and <b>coherent</b> manner. There is <b>detailed</b> information of how to achieve a balanced diet.			The plan includes <b>clear</b> information on how it reflects the needs of the individual and their conditions, and how it can address their conditions and symptoms.	13
Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification	Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.	Clearly draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.	[8 9 10]			
[1 2 3 4]	[5 6 7]	[8 9 10]				

**Candidate work****Health and Social Care – Dietary Needs of Individuals at Each Life Stage**Factors**Income/Cost**

LO2

The cost of foods can influence the diet of a person. This can be because a low income, results in the purchase of unhealthy foods, such as foods high in carbohydrates (biscuits, white bread, white rice, white pasta) as they tend to be cheaper than healthier foods but they are nutritionally poor. Compared to people who have more money to spend on food, as they can afford more good quality meat, fish and foods such as fruit and vegetables. However, these are more expensive. This may result in the recommended amount of nutrition not being met and people on low incomes eating too much fat and sugar.

**Location**

Location can influence the diet of a person, as they may live somewhere that has a lack of availability and/or access to supermarkets that have a wide range of foods. These foods would provide better nutrition to go towards their recommended amounts of the person. This may result in them eating foods that are unhealthy and don't provide the correct amount of nutrients.

**Lifestyle Choices**

The recommended amount of energy and/or nutrients may influence the diet of a person, as each individual is different and may need a different amount of nutrition. This is because they have different needs that need to be met, by different recommended amounts of nutrition/nutrients. Some people do little or no exercise, they might smoke and/or drink too much alcohol. Therefore, they might have a poor diet.

LO2

**Vegetarian**

A vegetarian needs to ensure that they get enough protein. This is because they are not able to eat meat or fish, which are high in protein. They must ensure they get their protein from milk, eggs, cheese and beans or lentils.

**Vegan**

A vegan is a person who won't eat any products from an animal source. They have to rely on fruits, vegetables, beans and soya products. The diet of a vegan may be poor as they might not be consuming/receiving the correct amount of protein. This is because they may not be getting enough of that specific food because as a vegan they can't.

7



## Health and Social Care – Dietary Needs of Individuals at Each Life Stage

### Religion/Culture

LO2 The beliefs of the culture/religion may influence the diet of a person. For example, Muslims can't consume pork as it is seen to be against their belief. This means that nutrients from the meat will not be consumed, and may result in a lack of protein. Therefore, they should consume other food sources that contain protein, such as cheese, nuts, eggs, so they don't lack in the nutrition.

### Allergies

An allergy will influence the diet of a person, as they may have to consume specific foods, which don't contain the product that they are allergic to. An allergy may reduce the amount of nutrition a person receives. Allergies which can occur include:

- Nut allergy.
- Dairy intolerance (allergy).

Some reference made to factors

## Dietary plan

### What is diabetes?

LO2 Diabetes is a common life-long health condition. Diabetes is a condition where the amount of glucose in your blood is too high because the body cannot use it properly.

#### Type 1 diabetes

Type 1 diabetes accounts for about 10 percent of all adults with diabetes and is treated by daily insulin doses- taken by injections. It is also recommended to follow a healthy diet and do regular physical activity. Type 1 diabetes can develop at any age but usually appears before the age of 40, and especially in childhood. This is the most common type of diabetes found in childhood.

#### Type 2 diabetes

Type 2 diabetes usually appears in people over the age of 40. This is now becoming most common in children and adolescence. People with diabetes are treated with a healthy diet and increased physical activity. Also in type 2 there is not enough insulin so the cells are only really unlocked and glucose builds up in Symptoms of diabetes

The main symptoms of diabetes are:

- feeling very thirsty
- urinating more frequently than usual, particularly at night
- feeling very tired
- weight loss and loss of muscle bulk
- cuts or wounds that heal slowly
- blurred vision

### What causes diabetes?

LO2 The amount of sugar in the blood is controlled by a hormone called insulin, which is produced by the pancreas (a gland behind the stomach).

When food is digested and enters your bloodstream, insulin moves glucose out of the blood and into cells, where it's broken down to produce energy.

However, if you have diabetes, your body is unable to break down glucose into energy. This is because there's either not enough insulin to move the glucose, or the insulin produced doesn't work properly.



Reasons for choiceSpaghetti Bolognese

L02

The reason I chose to cook this meal is because it is a good choice of meal for a person with diabetes. Also this meal doesn't contain a lot of sugar so it is good. Meat is a good source of protein.

Protein: meat

Carbohydrates: spaghetti

Fat: meat, sauce, frying meat in oil

Vitamin C: tomatoes

Chocolate mousse

Protein: eggs

Carbohydrates: chocolate and sugar

Fat: crème fraîche

Vitamin A: eggs

Vitamin B: raspberries and eggs

Vitamin C: eggs

Some references  
to nutrients in  
chosen ingredients

Incomplete

10

BBC Food - Recipes - Easy spaghetti Bolognese

Page 1 of 1

L02

Image of BBC Easy Spaghetti Bolognese recipe. Link below

[https://www.bbc.co.uk/food/recipes/easy\\_spaghetti\\_bolognese\\_93639](https://www.bbc.co.uk/food/recipes/easy_spaghetti_bolognese_93639)

11

## Chocolate mousse with raspberries - Diabetes UK

Page 1 of 2

You are here: ▶ [Home \(/\)](#) ▶ [Guide to diabetes \(/Guide-to-diabetes/\)](#) ▶ [Recipes \(/Guide-to-diabetes/Recipes/\)](#) ▶ Chocolate mousse with raspberries

W2

Image of Diabetes UK Chocolate mouse with raspberries recipe. Link below

<https://www.diabetes.org.uk/Guide-to-diabetes/Recipes/Chocolate-mousse-with-raspberries>



Links between units 21,22 and 25.RO 21

LO2

In rights people have a right to choose the food they want.

Basic good hygiene means people won't get ill from gone off food

RO 25

People who eat a good diet they will develop better

There is a link with disabled babies and the food their mum ate in the womb

RO 22

People might be told about healthy diets – this is communication

limited links

**LO2 – MARK BAND 3** Unit Recording Sheet (URS)**Health and Social Care**

OCR J811/J821 Unit R029 Level 1/Level 2

Cambridge Nationals Certificate/Diploma in Health and Social Care

**Unit Recording Sheet**

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, should be attached to the assessed work of each candidate.

Unit Title	Understanding the nutrients needed for good health	Unit Code	R029	Session	June	Year	2016
Centre Name	Cardinal Hume Catholic School	Centre Number					
Candidate Name	Ellie Steele	Candidate Number					
Criteria		Teacher Comments			Mark	Page No.	
LO1: Know the dietary needs of individuals in each life stage <sup>1</sup>							
MB1: 1 - 3 marks	MB2: 4 - 6 marks	MB3: 7 - 9 marks					
MB1: 1 - 4 marks	MB2: 5 - 8 marks	MB3: 9 - 11 marks					

**URS130** Revised June 2013

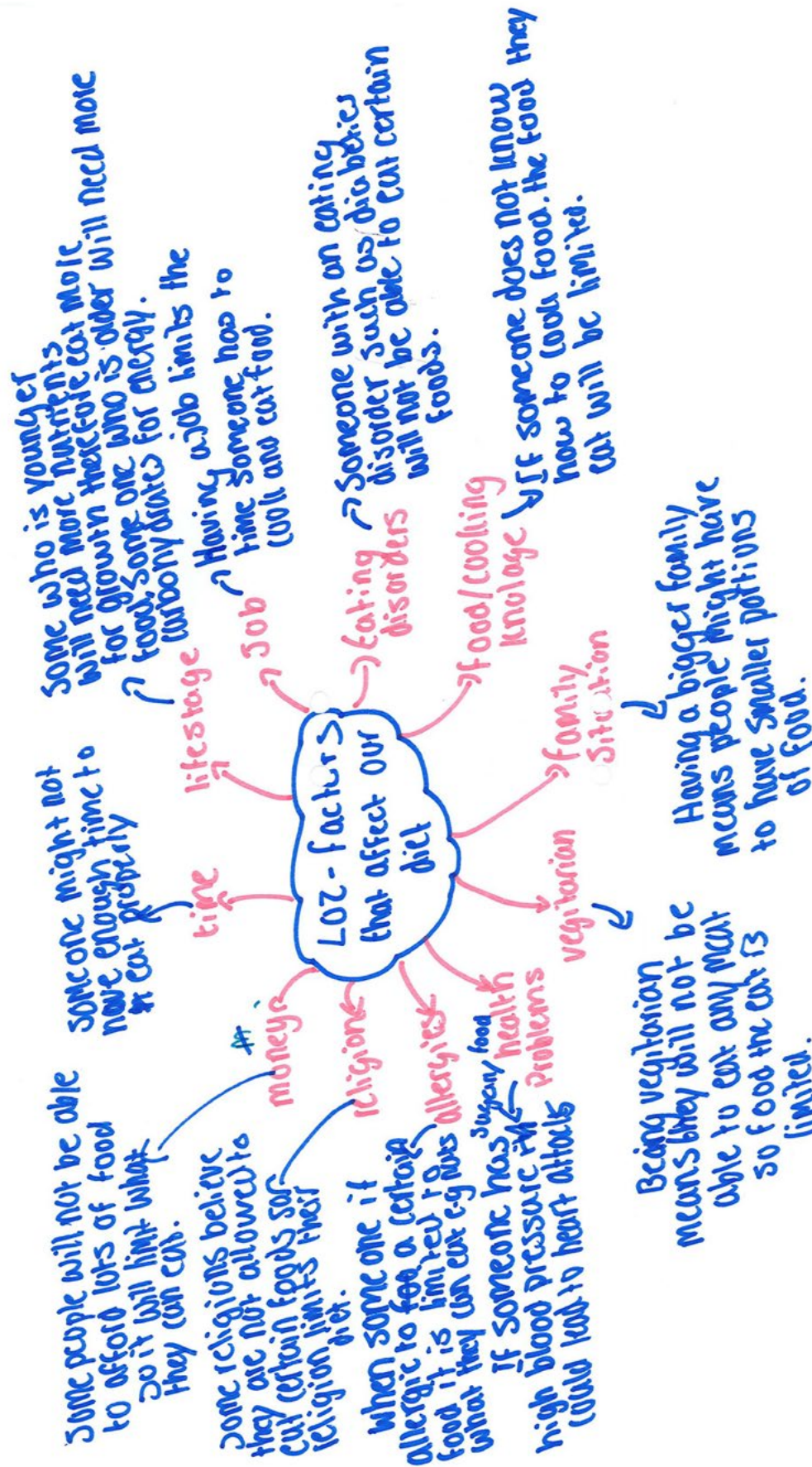
Oxford Cambridge and RSA Examinations

**R029/URS**

Criteria			Teacher Comments	Mark	Page No.
LO2: Be able to create dietary plans for specific dietary needs <sup>2</sup>					
MB1: 1 - 4 marks	MB2: 5 - 7 marks	MB3: 8 - 10 marks	Thorough references have been made to factors that affect the diet and a detailed plan has been completed demonstrating her understanding. Some have been selected and have been completed very in depth showing understanding and consideration.	9	13-23
Makes <b>limited</b> references to the factors that influence diet.  Creates a <b>basic</b> dietary plan that enables the learner to <b>partly</b> meet the needs of individuals.  [1 2 3 4]	Makes <b>detailed</b> references to the factors that influence diet.  Creates a <b>sound</b> dietary plan that enables the learner to <b>mostly</b> meet the needs of individuals.  [5 6 7]	Makes <b>thorough</b> references to the factors that influence diet.  Creates a <b>detailed</b> dietary plan that enables the learner to <b>fully</b> meet the needs of individuals.  [8 9 10]			
MB1: 1 - 4 marks	MB2: 5 - 7 marks	MB3: 8 - 10 marks	A detailed plan has been completed showing her understanding of the chosen condition (Diabetes). This has been linked to the importance of nutrients and the reasons why these are needed by a service user with the condition and the foods which they are found within. Good reference has been made and clearly demonstrated, by drawing on relevant knowledge already gained in previous units, namely the communication unit RO:22 and the examined unit RO:21.	9	22-25
The plan includes <b>basic</b> information on how it reflects the needs of the individual and their condition(s), and how it can address their condition(s) and symptoms.  It shows <b>basic</b> understanding of the importance of nutrients and their functions to the individual and <b>limited</b> reference to the main nutrients required in the diet and sources described in a <b>basic</b> way. There is <b>some</b> understanding of the importance of a balanced diet.  Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification  [1 2 3 4]	The plan includes <b>clear</b> information on how it reflects the needs of the individual and their condition(s), and how it can address their condition(s) and symptoms.  It shows a <b>sound</b> understanding of the importance of nutrients and their functions to the individuals and <b>some</b> relevant references to the main nutrients required in the diet and sources described in a <b>clear</b> manner. There is <b>clear</b> understanding of the importance of a balanced diet.  Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.  [5 6 7]	The plan includes <b>detailed</b> information on how it reflects the needs of the individual and their condition(s), and how diet and food choices can address their condition(s) and symptoms.  It shows a <b>thorough</b> understanding of the importance of nutrients and their functions to the individual and <b>many</b> relevant references to the main nutrients required in the diet and sources described in a <b>detailed and coherent</b> manner. There is <b>detailed</b> information of how to achieve a balanced diet.  <b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.  [8 9 10]			



## Candidate work



## LO2 Factors that affect diet

### Vegetarians

A vegetarian is someone who only eats grains, pulses, nuts, seeds, vegetables and fruits with or without the use of dairy products and eggs. A vegetarian ~~is~~ does not eat any meat, poultry, game, fish, shellfish or products of slaughter.

There are two types of vegetarians one of these is called a Lacto-ovo-vegetarian they eat both dairy products and eggs. This is the most common vegetarian diet.

The other type of vegetarian ~~is~~ <sup>are</sup> ~~to eat~~ called Lacto-vegetarians they eat dairy products but don't eat eggs.

Vegans are also like vegetarians but do not eat dairy products, eggs, or any other products which are derived ~~from~~ <sup>from</sup> animals.

Being vegetarian means getting nutrients that you would usually get from meat from other foods. There is sometimes an unnecessary concern that a vegetarian or vegan diet is low in nutrients such as protein, ~~the~~ iron, calcium, zinc, vitamin B12 and vitamin D because these are the nutrients we get from meat and fish. However these nutrients are part of vegetarian and vegan diets.

Protein is found in a range of sources in the vegetarian diet such as pulses, like peas, beans, lentils and peanuts are excellent inexpensive sources of protein and also contain minerals such as iron, zinc and calcium. Soya products and Quorn are a form of myco-protein and are found in mince, burgers, fillets, sausages. Free range eggs and dairy products such as milk, cheese, & yoghurt as well as nuts and seed contribute to protein and also ~~help with~~ <sup>help with</sup> zinc, calcium and is



iron intake.

Vegan ~~options~~ foods such as nondairy soya milk and vegan cheese are good sources of protein.

Iron and zinc can be found in leafy green vegetables, fruits, dried fruit, seeds, nuts and pulses.

Vitamin B12 is found in eggs, dairy products and in fortified yeast extract and cereals.

Essential fats are found in nuts and seeds such as walnut, linseed <sup>oil</sup> ~~or hemp~~ ~~seeds~~. Vegetarians can also eat sugary ~~veg~~ foods such as cakes, sweets and biscuits and these will be a good source of fat.

### Religion - Muslim food laws

Muslims eat foods called Halal and Haram because for Muslims even eating is dedicated to God. The Quran is their holy book and it says that certain foods are haram and this means forbidden. Any foods that are allowed are called halal.

The foods that are forbidden include any product from a pig, meat that has blood in it, meat ~~that~~ from an animal that died from old age or disease, any flesh eating animal, any animal that has been ~~harmfully~~ violently killed ~~or~~ partly eaten by another animal, and any animal sacrificed to idols.

Muslims believe that eating meat with blood in it is ~~as~~ disgusting and if an animal has died by one of the ways above blood would have congealed in it. Muslims consider this ~~meat~~ method of killing animals the kindest way and refuse to eat meat killed any other way. Muslims ~~dis~~ regard electrocution and shooting as cruel methods of killing animals also they disapprove of factory farming and experiments on animals.

They call on God when ~~butch~~ killing animals to show they are not ~~travelling~~ taking life carelessly, but for food.



<sup>Meat</sup>  
~~foods~~ That muslims are allowed to eat are fish, poultry, Sheep, goats and camels. All fruit, grains and vegetables. If nothing else is available they are allowed to eat anything edible.

or a bolt fired at its brain  
All meat that is killed by electrocution is forbidden to muslims therefore they cannot eat meat from a market unless they know it is halal. If Halal meat is unavailable they ~~are~~ have to follow a vegetarian diet even if they don't want to.

Another problem for muslims is that they can not eat pork this means they cannot eat bacon, sausages, ham, paté or salami. However it also means they can't eat some biscuits, bread, soups or chocolate because these sometimes contain animal fat. Many muslim children can't have school dinners because of the food restrictions.

### Lent

For Christians easter is a very important festival because it celebrates the death and resurrection of Jesus. Some christians often call it the 'Feast of Feasts'. Lent represents the time Jesus spent alone in the wilderness when he was tempted by the devil and ~~it~~ ate nothing so that he was hungry when it was over. This has lead to christians today to fast strictly which means they do not eat ~~between~~ in the day time in lent. Some other christians give up things like sweets or alcohol during lent.

The meaning of lent for christians is a time to remember when Jesus gave up his life for the salvation of all human beings. First they have to remember the suffering ~~then~~ by giving up food then they have the joy of easter.



Shrove Tuesday is the last day before lent but is more commonly known as pancake day this is because in the past people used to use the good things such as butter and eggs to get ready for the lent fast.

Ash Wednesday is the first day of lent this is when christians burn palm crosses and use the ash to mark the cross on their foreheads.

In lent Sundays are known as feast days different Sundays in lent have different meanings. Such as the fourth Sunday is known as the Mothering Sunday.

Fasting is taken very seriously in the Christian Church they might not eat food through lent altogether and only have one small meal which is just enough to survive.

### Kosher Food

The word Kosher means fitting or correct this is food that Jewish people are permitted to, the opposite of kosher is treifah. All ~~plants~~ plants are kosher but only some animals, fish or birds are for them to be okay to eat by Jews they have to be killed in a special way and <sup>the</sup> blood must be removed before they are allowed to eat it.

Animals that Jews can eat are cows, sheep, goats and deer this is because they are kosher animals this means they have hooves that are completely parted at the bottom also it means they must chew the cud (ball of grass in their stomach). Pigs, horses and camels are not kosher.

There is no way of recognizing kosher birds. Jews only eat birds such as chicken, turkey and duck however these can become treifah if they have anything wrong with them.



Shechitah is the way that Jews kill animals and birds they can not eat meat if it has been killed another way. Shechitah is killing an animal by a cut across the throat razor sharp like this is known as a painless humane way of killing animals. This is because the knife is so sharp ~~that~~ so it becomes painless. Also when doing this the animal will become unconscious and not feel anything.

Jews cannot eat the blood of animals and birds. If an egg has a blood spot they must throw it away because it becomes treifah. However they can do a process using salt and water to remove blood from meat. This process is usually done by the butcher but some Jews prefer to do it ~~at home~~ their own salting to show their children how it is done. Liver is a different and more difficult to remove the blood completely by salting after sprinkling the liver with salt they have to roast it over an open flame and this changes the nature of the blood.

Jews do not eat non-kosher animals because it is God's will. However it ~~can~~<sup>could</sup> be healthier. To eat ~~non-kosher~~ animals for example pig meat can harbor the eggs of tape worms and goes off very quickly if not refrigerated.

Jews can recognize fish that are kosher easily this is because <sup>all</sup> fish that have fins and scales are kosher all other seafood is forbidden. The fish that are kosher are include cod, herring, haddock, mackerel, salmon and tuna but eels are not kosher because they have no scales also shellfish such as crabs, ~~to~~ lobsters ~~also~~ octopus and squid are not allowed.

If Jews eat insects it is not just horrible but it is also known as a sin. Before Jews eat fruit and



vegetables they must make sure they are completely free from insects.

When Jews eat leafy vegetables such as cabbage and lettuce they must wash them before and to make sure there are no insects they have to hold each fold under the light and look closely to make sure all insects are removed.

When eating fruit or vegetables they must also check for worms or maggots, if a fruit or vegetable is damaged by an insect they cannot be eaten. Also some kinds of fish may also have worms in them and must be removed before cooking.

Jews can buy the food they eat from such as fruit, vegetables, eggs and most things anywhere they can also buy fish from a fishmonger provided the fish has fins and scales and they buy meat and poultry from a licensed kosher butcher only some supermarkets sell kosher meat in sealed packs.

However some items such as soups, packet foods and sweets may contain ingredients that are not kosher so they cannot eat them.

Rabbis sometimes supervise the manufacture of certain foods and will label it kosher to show Jews which food they can eat. This label is called the hechsher. Foods that have this label could be sweets, chocolates, biscuits, soup, margarine, oil, butter and cheese.

Kosher butchers have to always display a licence from a board of rabbis. They have to make sure that everything is done properly and is kosher, if not the butcher will lose their licence immediately.

Kosher restaurants should also have a licence



From a board of rabbis. Kosher restaurants usually only serve either meat or non-meat meals but not both. For example fish or dairy foods, but not both.

However, some medicines will include non-kosher ingredients but if it is required to help someone the rules are relaxed. Many Jews prefer to ask a Jewish doctor or chemist so if it is available they can have kosher medicine.

In a kosher kitchen

A kosher kitchen has two parts one is meat the other is dairy. Work surfaces are kept for either milk or meat foods also all crockery, cutlery and utensils are stored separately.

Jews normally have electric cookers because spills will burn away also if they can afford it they have two separate cookers or hobs as well as two sinks but if they can't afford one sink they do their washing up in bowls this is because everything gets poured down the same sink so one sink cannot be kosher but there is no need for two fridges or freezers as cold foods are not affected by the same rules.

If foods are neither meat or milk based are parev or pareve. This is foods such as vegetables, fruit and eggs. Parev foods can be eaten with meat or milk.



## Diabetes

Diabetes mellitus is a condition where the amount of glucose in someone's blood is too high. Glucose comes from digestion of foods such as bread, rice, potatoes, and sugary and sweet foods. These are usually starchy foods. The hormone insulin reduces the amount of glucose in your blood by transporting it into cells but if you have diabetes, the body cannot make enough insulin or cannot use it as effectively as it should. Diabetes can lead to heart disease, stroke, kidney failure, and blindness.

### Type 2 diabetes

Type 2 diabetes is the most common of the two types of diabetes and is mostly associated with being overweight. Also, it usually occurs in older people but is increasingly being found in younger people and children. This type of diabetes can be treated by only diet and exercise but people often need medication and insulin too.

In the UK there is currently over 2 million people with diabetes and another 750,000 people who have the condition but don't know it yet. This is worrying because diabetes is an increased risk of other conditions such as heart disease.

### Risk factors of type 2 diabetes and Symptoms

You are at risk of getting diabetes if you are overweight or obese particularly around the abdominal region, if you have high blood pressure and high blood cholesterol level.



The symptoms of diabetes are increased thirst, frequent urination usually at night, extreme tiredness, weight loss, blurred vision, genital itching or regular episodes of thrush, and slow healing of wounds.

### long term health consequences

A long term health consequence of diabetes is low blood sugar which can cause hunger, nervousness, shakiness, sweating, dizziness or light-headedness, sleepiness, confusion, difficulty speaking and weakness.

~~Another~~ <sup>Other</sup> long term health consequences is increased risk of heart disease, kidney disease/failure, retinal damage which can also lead to blindness, nerve damage and untreated diabetes will cause many health problems and be fatal.

### type 1 diabetes

Type 1 diabetes is more likely to develop in younger people but can develop at any age. In the UK there are about 18,000 people under the age of 18 with type 1 diabetes. Type 1 diabetes is when the cells in the pancreas that produce insulin are destroyed so glucose can't be reduced by being transported to the cells. ~~the~~ People are normally born with this type of diabetes.

### Treating diabetes

Type 1 diabetes - treated by insulin injections, a healthy diet eating the right amount of nutrients from the healthy eating plate also regular exercise is recommended. Insulin has to be injected into the body because if it was taken in through the mouth it is destroyed by the digestive juices in the stomach. Therefore people



with this type of diabetes have to take either two or four injections of insulin each day. If you have type 1 diabetes insulin injections are very important and are vital to keep you alive and you must have them everyday.

type 2 diabetes - treated by lifestyle changes such as a healthier diet, weight loss, <sup>increased</sup> physical activity and tablets or insulin should be taken to achieve normal blood glucose levels. People with type two diabetes should change their diet so it is healthier this requires having the right amount of each nutrient everyday by following the eatwell plate.

### Dietary modifications

type 1 diabetes - Balancing carbohydrates and insulin is important when managing type 1 diabetes also eating a healthy balanced diet plays a vital role keeping you healthy because it will help to keep your weight, blood fats and blood pressure under control.

People with diabetes should always have three meals ~~away~~ a day and avoid skipping meals they should space out breakfast, lunch and an evening meal ~~thru~~ over the day. Each meal should include some starchy carbohydrate foods this is because the amount of carbohydrates you eat is important in controlling your blood glucose levels also diabetic people should cut down on fats particularly saturated fats.

20



## Dietary Modifications

There is no such thing ~~they~~ as a diabetic diet their diet just needs to be balanced and healthy like everyone else.

However, they should eat more ~~fat~~ fruit and vegetables and aim for at least two portions of oily fish a week. Also diabetic people should limit the amount sugary foods they eat, & reduce the amount of salt in their diet to 6g or just eat less a day. They should follow a healthy balanced diet which is low in fat, salt, sugar and is high in fibre.

## Diet and lifestyle changes

Someone with diabetes should follow a diet that helps to manage their blood sugar levels based on the same nutritional principles that anyone should follow for good health:

Therefore to manage and reduce the risk of an unhealthy diet you should maintain a healthy weight by avoiding excessive weight gain and you should lose weight if you are over weight.

You should also engage in physical activity for at least 30 minutes five days a week.

Also you should limit your intake of saturated fat and consume a high fibre diet ~~at~~ by taking in plenty of whole grain cereals, fruit and vegetables also you should lower salt and sugar intake.



### Case Study

John is a bus driver with diabetes he needs good eyesight for his job ~~but~~ however his eyesight will deteriorate ~~with~~ because of his diabetes.

Diabetes is a condition when the amount of glucose in the blood is too high this is because their body cannot make enough insulin ~~to reduce the~~ therefore the amount of glucose can not be reduced by insulin.

John ~~will~~ will have to test his blood sugar levels regularly at set times a day such as in the morning before he goes to work, in the ~~at~~ middle of the day and in the evening. However if he becomes ill he will have to test his blood sugar levels again if it is a high reading he <sup>will</sup> need to monitor it more closely and eat less sugary foods to reduce the amount of glucose in ~~the~~ <sup>his</sup> blood. Also if he changes his medication this could cause his blood sugar levels to change therefore he should monitor his blood sugar levels more closely to see if the medication is better by reducing the amount of glucose in the blood more. He should also watch what he eats so he is not eating lots of sugary foods, because this would make his condition worse.

## ~~Diabetes Meal plan~~ Diabetes meal plan

Time      Monday      ~~Wednesday~~

### Monday

Someone with diabetes should follow a healthy diet just like everyone else because there is no such thing as a diabetic diet.

Breakfast - You should have porridge oats and a piece of fruit such as an apple because they are high in fibre.

Lunch - Pasta and some bread this is because they are carbohydrates so will give you energy

Tea - Roast dinner with a selection of vegetables for protein.

### Tuesday

Breakfast - Weetabix and a portion of some ~~fruit~~ fruit because this will give you energy and fibre.

Lunch - Cheese Sandwich made with wholemeal bread because this includes dairy products and carbohydrates from the bread

Tea - 100-150g of cooked white fish with such as cod or mackerel with a portion of vegetables for protein.

### Wednesday

Breakfast - Muesli with some fruit such as a portion of grapes or a banana for a healthy breakfast

Lunch - Chicken salad because this includes protein and is healthy

22



1cc - Jacket potato with cheese on for ~~the~~ carbohydrates  
and dairy.

## Meal plan write up

For the first day of my meal plan for breakfast I have planned ~~to~~ for the diabetic person to have porridge oats and an apple. This is because the porridge oats will contain starch carbohydrates which is a important macronutrient which will give them energy because it will give glucose into the system. Also they should have an apple because they are a large part of the eat well plate and are needed for a healthy diet ~~etc~~ which will help a diabetic person.

For lunch they will have pasta with bread. This is because they are high in carbohydrates, which is needed in a high amount for a diabetic person because they need lots of energy to prevent them from going into hypoglycaemic shock. Therefore they will need regular energy boosts. For tea I have planned for them to have a roast chicken dinner with a section of vegetables. This is because the roast chicken will be high in protein which is needed for growth and repair and helps to maintain normal healthy cell repair and function. Also it will give provide them with energy. I have also planned a section ~~for~~ of vegetables such as Broccoli and Brussels Sprouts because they are high in vitamin C which will make blood vessels stronger, help the body to heal faster and will help the body absorb iron from food.

For the next day for Breakfast I have planned to have Weetabix with a banana. This is because the Weetabix is high in carbohydrates and diabetic people need lots of energy from carbohydrates, both sugar and starch because it keeps them healthy. Also the banana will contain fibre and this aids many digestive processes and will prevent constipation. This is because it makes waste products bulkier and lighter so they easily work their way through the body.

For lunch I have planned for them to have a cheese sandwich made with wholemeal bread because this will include dairy ~~is~~ which has vitamin B which is needed in the body to transfer and release energy and for the formation of red blood cells. Also the bread will have carbohydrates which will give them energy and prevent hypoglycaemic shock.

For tea I have planned cooked white fish with a portion of vegetables. This is because the fish is high in protein which will help with growth and repair. Also it will contain vitamin B complex which is needed



to transfer and release energy and for the formation of <sup>red blood</sup> cells.

For the last day I have planned for them to have muesli with grapes for breakfast this is because the muesli will be high in fibre which helps to digest food and will prevent constipation also the grapes will contain Vitamin C which will make blood vessels stronger, help the body heal faster, help resist infections and helps the body to absorb iron from food.

For Lunch I have planned for them to have a chicken salad this is because it will include protein which will help with growth and repair and maintaining a normal healthy cell repair also the salad will contain leafy vegetables which contains iron which is needed to form part of haemoglobin, which gives red blood cells their colour and allows them to carry oxygen in the blood to body cells.

For tea I have planned for them to have jacket potato with cheese on this is because they jacket potato will contain carbohydrates which will prevent a diabetic person from going into hypoglycaemic shock therefore they need lots of carbohydrates in their diet because it also gives them energy. They will have cheese on top because this is fat and dairy. The dairy contains ~~lots~~ calcium which will help their teeth and bones also prevents blood clotting, ~~and~~ and helps muscle contraction and enzyme secretion which ~~will~~ will help them to stay strong and healthy. Also the cheese will contain fat which is needed in a small portion for a diabetic person because they need it for warmth but too much is bad for a diabetic person because it can reduce the production of insulin which can effect the seriousness of the condition.



## Task 7

In this unit I have applied my learning from other units by linking in work from the other unit I have done R022 - Communicating with service users. Such as that talking to service users involves communication about what food choices they want this is because they may have ethical or religious preferences which says what food they can and cannot eat therefore we you have to ask service users what food choices they would like.

When speaking to service users you should take into account your tone and clarity of your voice this is so they can understand you properly also if the service provider uses the correct tone the service ~~provider~~<sup>user</sup> will think the service provider is more approachable.

The service provider should also speak at a correct pace because if they talk too fast the service user will not understand but if you talk too slow the service user will feel you are treating them like they are a child.

The service provider should also use gestures and facial expressions to communicate more and to be more friendly and approachable to the service users.

If a service user does not speak English they might need a translator to communicate to the service provider this is so they can have their rights.

If a service user has dementia, to communicate with the service provider it would be easier for

them if the service provider used flash cards to help them decide what they want to eat.

there should also be limited noise when a service user and service provider are talking this is so they can hear each other also if it is too loud the service user ~~may~~ not feel comfortable to shout to speak to the service provider.

If someone is deaf to communicate with them to choose food you could write down the options and ask them to choose or you could communicate with them through sign language.

To communicate with someone who is blind to ask them what they want to eat you could read out the options to them and they could tell you what they want.



### Task 8

In this unit I have applied my learning from other units by linking in my work from R021 - Essential Values of Care.

Service providers should maintain rights of individuals by asking the service user questions such as what they would like to eat or wear. This is because giving choices will make them feel important and empowered over their own life. This is because making sure you are aware of the situation so that you don't make it worse.

Service providers should also follow health and safety rules whilst cooking such as washing hands before, ~~covering open wounds~~, tying hair back. This is so no germs from your hand can go on the food and cause illness, wearing an apron this is so no germs from your clothes could go into the food, checking the food is in date this is so because if food like meat is out of date it could cause food poisoning, no jewellery this is because germs from the jewellery could go in the food or charms off the jewellery could go in the food and cause someone to choke and ~~to~~ they should have short clean nails because if nails are long dirt and germs from under the nails could go in the food and cause illness.

Service providers should also reduce the risk of spreading infection by washing hands ~~between~~ before going to different patients and ~~if~~ when treating different patients.

25



## Bread based pizza

For the meal that I will be making for a diabetic person I will make a bread based pizza.

### Ingredients

The ingredients I will be using to make my pizza will include:

- 250g Strong plain flour
- $\frac{1}{2}$  teaspoon salt
- $\frac{1}{2}$  packet yeast
- 150ml water
- 75g cheese
- tomato puree
- toppings

### Equipment

The equipment that I will need to use to make my pizza is:

- sieve
- Measuring jug
- Bowl
- Rolling pin
- baking tray
- grater
- knife

### Method

The method to make my pizza will be:

- light oven at gas mark 7/220C
- Sieve flour into bowl. Add yeast and salt, then mix
- Next, add 150ml of warm water until a dough is formed
- turn onto a floured bench and knead for 5-10 minutes.

26

- Roll out the dough and then lift dough onto a baking tray & then spread the tomato puree onto the dough
- Add any toppings to the dough and cheese
- Finally, put it in the oven for 15-20 minutes.

### Risks

The Risks when cooking my pizza would be that I could burn myself on the oven or baking tray to prevent this I will wear oven gloves when getting the pizza out of the oven. Another risk would be that I ~~too~~ could cause someone to slip by spilling water on the floor to prevent this I will clean up anything that I spill. Also a Risk could be that if I need to cut any toppings that I put on my pizza I could cut myself to prevent from this happening I ~~will~~ will ensure I cut the ingredients carefully and properly using the correct technique.

### To make it healthier

To make my pizza healthier I ~~will~~ <sup>could</sup> use low fat cheese to put on my pizza instead of the normal cheese this will make it healthier. I will also use low fat and healthy options for ingredients if they are available.





## LO2 MB1 commentary

LO2a -There is limited reference to factors that influence diet, the references are implicit. The factors should be taken from the specification.

There was an attempt at a dietary plan for a diabetic showing limited knowledge and understanding of the needs of the individual who has this condition and how these needs are met.

There was more information relating to the condition of diabetes than the nutritional requirements to meet the individuals need who has the diabetes.

LO2b – The 'plan' did not reflect the needs of the individual there was implicit reference to the condition and symptoms. There was a very basic understanding of the importance of nutrients and their functions.

Evidence of an attempt at synopticity, however needs to be more clearly explained how the knowledge and understanding has been applied.

To improve the evidence factors should be taken from the i.e. in the specification and there should be a detailed reference of how they influence the diet. The diabetic plan should show the nutritional requirements to meet the individuals needs.

Synoptic evidence needs to show the links from the other units and how the KUS has been transferred to this unit.

It was considered the work met the command verbs of MB1. To strengthen and move to MB2 evidence needs to be sound, with clear information given on how the plan reflects the needs of the individual. There needs to be a clear understanding of the importance of a balanced diet. Synopticity needs to be relevant and shows clear understanding of how the links have been made from other units.

Live Well – NHS CHOICES, CAMNAT TEXT BOOK, British Nutrition Foundation, GOV.UK Publications

### Alternative formats that the work could be produced in:

Slide presentation, posters, leaflets

## LO2 MB3 commentary

The factors were taken from the specification and there were links to how they influence the diet. There is a sound dietary plan for diabetes with knowledge and understanding of the needs of the individual who has this condition and how these needs are met.

LO2b – The 'plan' reflects the needs of the individual with diabetes, there was reference to the condition and symptoms. There was a sound understanding of the importance of nutrients and their functions. Sources of the nutrients were included. There was a thorough understanding of the importance of a balanced diet.

Synopticity was included making clear links with other units in the specification.

To improve the work the dietary plan should fully meet the individuals needs and should reflect the needs of the individual and their condition.

It was considered in the main the evidence met the command words for MB3 it was detailed and thorough as apposed to clear and sound. To award the top of MB3 the evidence needs to show in more detail how the factors influence the diet with appropriate examples. They should also ensure that diet and food choices have addressed fully the conditions and symptoms by including evidence that supports this supporting evidence from journals etc. appropriately referenced.

Live Well – NHS CHOICES, CAMNAT TEXT BOOK, British Nutrition Foundation, GOV.UK Publications

### Alternative formats that the work could be produced in:

Slide presentation, posters, leaflets



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here:

[www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

#### **OCR Resources: the small print**

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at:

[resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

OCR acknowledges the use of the following content:

Square down and Square up: alexwhite/Shutterstock.com; front page: Young female with bicycle with basket of fruit and vegetables - gpoinstudio/Shutterstock.com; page 36: pepperoni pizza - Brent Hofacker/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:

[resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

#### **Looking for a resource?**

There is now a quick and easy search tool to help find **free** resources for your qualification:

[www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

## **OCR Customer Contact Centre**

### **Vocational qualifications**

Telephone 02476 851509

Facsimile 02476 851633

Email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2018** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



**Cambridge  
Assessment**



001