

GCE AS

Home Economics

January 2009

Mark Schemes

Issued: April 2009

**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

MARK SCHEMES (2009)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

CONTENTS

	Page
AS 1: Module 1	1
AS 2: Module 2	9
AS 3: Module 3	15



Rewarding Learning

ADVANCED SUBSIDIARY (AS)

General Certificate of Education

January 2009

Home Economics

Assessment Unit AS 1

assessing

Module 1: Principles of Nutrition

[ASN11]

MONDAY 12 JANUARY, AFTERNOON

**MARK
SCHEME**

Section A

- | | | | |
|----------|---|-----|---|
| 1 | Outline three functions of non-starch polysaccharides (NSP). <ul style="list-style-type: none"> • aids digestion, stimulating peristalsis • may reduce the risk of developing diseases of the alimentary tract, e.g. diverticular disease, colon cancer • slows the rate of sugar absorption and insulin production and reduces the risk of developing Type II diabetes • can reduce blood cholesterol levels (both total and LDL cholesterol levels) and so reduces the risk of CHD | [3] | 3 |
| 2 | Describe the physical and chemical digestion that takes place in the mouth. <ul style="list-style-type: none"> • physical – chewing of food and breakdown of food by action of teeth; food mixed with saliva and reduced to a soft mass or bolus by the action of the tongue and jaws before it is swallowed • chemical – salivary amylase breaks down cooked starch to maltose | [3] | 3 |
| 3 | Outline the main function of thiamin. <ul style="list-style-type: none"> • thiamin, acting as a co-enzyme is involved in the oxidation of nutrients and the release of energy in the body from carbohydrates, alcohol and fat | [3] | 3 |

Section A

9

AVAILABLE MARKS

Section B

- | | | | |
|----------|---|-----|---|
| 4 | <p>Consider the dietary adequacy of complex carbohydrates.</p> <ul style="list-style-type: none">• important source of energy for the body• have a lower energy density than fat rich foods• have good satiety value• foods rich in complex carbohydrates provide other nutrients | [4] | 4 |
| 5 | <p>Evaluate the decision to supplement the diet with fluoride.</p> <ul style="list-style-type: none">• combines with calcium phosphate to harden tooth enamel and so help guard against tooth decay• very few foods contain fluoride• an excess of fluoride causes mottling of teeth | [4] | 4 |
| 6 | <p>Differentiate between globular and fibrous proteins.</p> <ul style="list-style-type: none">• molecules of globular proteins are rounded in shape, not closely packed, nor is there any organised arrangement; structure is three dimensional and is easily dispersed in water or salt solutions• molecules of fibrous proteins are straighter, either completely straight or coiled in a spiral, closely packed in an organised arrangement; not usually soluble in water | [4] | 4 |

Section B

8

**AVAILABLE
MARKS**

Section C

AVAILABLE
MARKS

7 Consider the main functions of fat in the body.

Mark Band ([0]–[2])

Overall impression: basic understanding

- displays limited knowledge and understanding of the functions of fat
- inadequate consideration given to the main functions of fat in the body
- quality of written communication is basic

Mark Band ([3]–[5])

Overall impression: adequate

- displays some knowledge and understanding of the functions of fat
- reasonable consideration given to the main functions of fat in the body
- appropriate quality of written communication

Mark Band ([6]–[8])

Overall impression: competent

- displays a very good knowledge and understanding of the functions of fat
- clear consideration given to the main functions of fat in the body
- very effective written communication

Answers may address some of the following points:

- provides a concentrated source of energy – 1 g of fat provides 37 kJ (9 kcal)
- provides essential fatty acids
- helps to ensure an adequate intake of fat soluble vitamins A, D, E and K
- formation of adipose tissue
 - stored in the body as a reserve of energy
 - forms an insulating layer and assists in the maintenance of a constant body temperature
 - protects organs, e.g. the kidneys
- satiety value

[8]

8

8 Explain the use of energy by the body for basal metabolism and physical activity.

AVAILABLE
MARKS

Mark Band ([0]–[2])

Overall impression: basic understanding

- displays limited knowledge and understanding of the use of energy by the body
- inadequate explanation of the use of energy for basal metabolism and physical activity
- quality of written communication is basic

Mark Band ([3]–[5])

Overall impression: adequate

- displays some knowledge and understanding of the use of energy by the body
- a reasonable explanation of the use of energy for basal metabolism and physical activity
- appropriate quality of written communication

Mark Band ([6]–[8])

Overall impression: competent

- displays a very good knowledge and understanding of the use of energy by the body
- a clear explanation of the use of energy for basal metabolism and physical activity
- very effective written communication

Answers may address some of the following points:

Basal Metabolism

- energy is needed to keep the heart beating, the lungs functioning, to maintain body temperature and muscle tone and for the numerous chemical reactions taking place in body cells
- varies from person to person depending on range of factors – weight, gender, age, genetics, drugs, disease states
- does not include digestion or muscular effort

Physical Activity

- energy is used by the body for muscular activity
- activities which involve moving the body upwards require a large amount of energy
- most variable component – one which individuals have most control
- amount of energy expended during physical activity is related to body size and BMR

[8]

8

9 Discuss the factors affecting absorption and bioavailability of micro-nutrients.

AVAILABLE
MARKS

Mark Band ([0]–[2])

Overall impression: basic understanding

- displays limited knowledge and understanding of the absorption and bioavailability of micronutrients
- inadequate discussion of the factors affecting absorption and bioavailability of micro-nutrients
- quality of written communication is basic

Mark Band ([3]–[5])

Overall impression: adequate

- displays some knowledge and understanding of the absorption and bioavailability of micronutrients
- a reasonable discussion of the factors affecting absorption and bioavailability of micro-nutrient
- appropriate quality of written communication

Mark Band ([6]–[8])

Overall impression: competent

- displays a very good knowledge and understanding of the absorption and bioavailability of micronutrients
- a clear discussion of the factors affecting absorption and bioavailability of micro-nutrients
- very effective written communication

Answers may address some of the following points:

- biochemical mechanisms in the food can either enhance or diminish nutrient absorption for example spinach contains calcium and oxalate, oxalate inhibits calcium from being absorbed; cereals and pulses containing iron and phytates, phytates inhibit iron, calcium, magnesium and zinc; tannins inhibit iron absorption
- good dietary management can enhance bioavailability for example vitamin C improves absorption of non-haem iron, vitamin D assists calcium absorption
- stages in life cycle affects bioavailability for example during adolescence and pregnancy there is greater absorption of calcium and iron
- type or form of the micro-nutrient can affect absorption for example, haem iron is more readily absorbed than non haem iron
- drugs can inhibit micro-nutrient bioavailability

[8]

8

10 Assess textured vegetable protein (TVP) and Quorn as useful sources of protein in the diet.

AVAILABLE
MARKS

Mark Band ([0]–[2])

Overall impression: basic understanding

- displays limited knowledge and understanding of textured vegetable protein (TVP) and Quorn
- inadequate assessment of textured vegetable protein (TVP) and Quorn as a source of protein in the diet
- quality of written communication is basic

Mark Band ([3]–[5])

Overall impression: adequate

- displays some knowledge and understanding of textured vegetable protein (TVP) and Quorn
- a reasonable assessment of textured vegetable protein (TVP) and Quorn as a source of protein in the diet
- appropriate quality of written communication

Mark Band ([6]–[8])

Overall impression: competent

- displays a very good knowledge and understanding of textured vegetable protein (TVP) and Quorn
- a clear assessment of textured vegetable protein (TVP) and Quorn as a source of protein in the diet
- very effective written communication

Answers may address some of the following points:

- both TVP and Quorn are economical sources of high quality protein containing all the indispensable amino acids
- as they are both low in fat they can help maintain a healthy weight
- they are also low in saturated fat and can help reduce the risk of coronary heart disease
- Quorn is a good source of NSP which could help reduce the risk of digestive disorders
- Quorn has a lower energy density than meat equivalents, which may aid weight control/weight management
- TVP and Quorn are valuable for a vegetarian, allowing them to consume meat-like dishes, although Quorn is not suitable for a vegan as it contains egg albumen
- both TVP and Quorn have lower risk of food poisoning in comparison to foods from animal sources
- both TVP and Quorn lower in iron than red meat
- lower consumer acceptance due to aesthetic qualities of TVP [8]

Section C

Total

8

24

41



Rewarding Learning

ADVANCED SUBSIDIARY (AS)

General Certificate of Education

January 2009

Home Economics

Assessment Unit AS 2

assessing

Module 2: Diet and Health

[ASN21]

MONDAY 12 JANUARY, AFTERNOON

**MARK
SCHEME**

- 1 (a) Outline the uses and limitations of dietary reference values.

Mark Band ([0]–[3])

Overall impression: basic understanding

- displays limited knowledge and understanding of dietary reference values
- inadequate outline of the uses and limitations of dietary reference values
- quality of written communication is basic

Mark Band ([4]–[7])

Overall impression: adequate

- displays some knowledge and understanding of dietary reference values
- a reasonable outline of the uses and limitations of dietary reference values
- appropriate quality of written communication

Mark Band ([8]–[10])

Overall impression: competent

- displays a very good knowledge and understanding of dietary reference values
- a clear outline of the uses and limitations of dietary reference values
- very effective written communication

Answers may address some of the following points:

uses:

- provide a yardstick against which peoples' nutrient intakes could be measured giving an indication of the likely adequacy of an individual person's diet
- can be used to compare average intake of a group of people
- can be used to identify sub-groups within the population at risk of deficiency
- can be used to plan food supplies or to prescribe diets
- provide a reference standard for nutritional labelling of food

limitations:

- people differ from each other in the amounts of energy and nutrients they need; one figure cannot represent this individual variation
- for a variety of reasons individuals absorb nutrients at different rates
- cannot be used to draw accurate conclusions about individual diets
- many people do not understand how to use them and may misinterpret them
- figures do not take into account interactions between nutrients [10]

- (b) Many teenage girls have iron intakes below the LRNI.
Suggest ways in which intakes of iron could be improved for this group.

Mark Band ([0]–[3])

Overall impression: basic understanding

- displays limited knowledge and understanding of iron
- inadequate suggestions for the improved intake of iron by teenage girls
- quality of written communication is basic

Mark Band ([4]–[7])

Overall impression: adequate

- displays some knowledge and understanding of iron
- reasonable suggestions for the improved intake of iron by teenage girls
- appropriate quality of written communication

Mark Band ([8]–[10])

Overall impression: competent

- displays a very good knowledge and understanding of iron
- clear suggestions for the improved intake of iron by teenage girls
- very effective written communication

Answers may address some of the following points:

- avoid excessive dieting during adolescence to avoid inadequate intakes of iron
- if choosing a vegetarian diet include foods such as pulses, green leafy vegetables, cereals or grains to maintain iron levels
- include more sources of iron in the diet for example red meat
- use more bioavailable iron such as haem iron from animal sources
- reduce foods that compromise iron absorption for example phytates from wholegrain cereals
- take iron supplements only on medical advice when iron losses are high for example in menstruation
- include an adequate intake of vitamin C to aid absorption of iron [10]

Section A

AVAILABLE
MARKS

20

20

Section B

AVAILABLE
MARKS

- 2 Consider the dietary factors that play a part in the prevention of coronary heart disease.

Mark Band ([0]–[5])

Overall impression: basic understanding

- displays limited knowledge and understanding of coronary heart disease
- limited attempt to consider the dietary factors that play a part in the prevention of coronary heart disease
- quality of written communication is basic

Mark Band ([6]–[10])

Overall impression: minimally competent

- displays some knowledge and understanding of coronary heart disease
- some attempt to consider the dietary factors that play a part in the prevention of coronary heart disease
- quality of written communication is adequate

Mark Band ([11]–[15])

Overall impression: competent

- displays a good knowledge and understanding of coronary heart disease
- makes a reasonable attempt to consider the dietary factors that play a part in the prevention of coronary heart disease
- appropriate quality of written communication

Mark Band ([16]–[20])

Overall impression: highly competent

- displays a very good knowledge and understanding of coronary heart disease
- clearly considers the dietary factors that play a part in the prevention of coronary heart disease
- very effective written communication

Answers may address some of the following points:

- n-3 PUFAs and MUFAs lower LDL cholesterol, which reduces the risk of coronary heart disease
- soluble fibre lowers LDL cholesterol
- foods rich in fibre are filling and can displace other foods rich in fat from the diet; contributing to a lowering of total and LDL cholesterol
- antioxidants minimise the oxidation of LDL cholesterol thus reducing likelihood of developing coronary heart disease
- phytochemicals like lycopene and flavonols also stop oxidation of free radicals
- potassium from fruit and vegetables neutralises sodium levels thereby reducing hypertension and risk of coronary heart disease
- folate in fruit and vegetables can cause a reduction in plasma homocysteine levels; raised levels of homocysteine in the blood are associated with coronary heart disease
- moderate alcohol consumption may raise HDL cholesterol levels [20]

20

- 3 Examine the specific nutritional needs and current dietary recommendations for older people (65+).

Mark Band ([0]–[5])

Overall impression: basic understanding

- displays limited knowledge and understanding of the dietary requirements for older people
- limited attempt to examine the specific nutritional needs and current dietary recommendations for older people
- quality of written communication is basic

Mark Band ([6]–[10])

Overall impression: minimally competent

- displays some knowledge and understanding of dietary requirements for older people
- some attempt to examine the specific nutritional needs and current dietary recommendations for older people
- quality of written communication is adequate

Mark Band ([11]–[15])

Overall impression: competent

- displays a good knowledge and understanding of dietary requirements for older people
- makes a reasonable attempt to examine the specific nutritional needs and current dietary recommendations for older people
- appropriate quality of written communication

Mark Band ([16]–[20])

Overall impression: highly competent

- displays a very good knowledge and understanding of dietary requirements for older people
- clearly examines the specific nutritional needs and current dietary recommendations for older people
- very effective written communication

Answers may address some of the following points:

current dietary recommendations:

- dietary recommendations for younger adults apply to this age group

specific nutritional needs include:

- energy needs decrease with age due to progressive loss of lean tissue and consequently a reduced basal metabolism
- protein needs may be higher as protein synthesis turnover and breakdown all decrease with age; protein needed for wound healing and tissue repair
- vitamin D – recommended that everyone over 65 take a dietary supplement of vitamin D
- drugs may affect nutritional needs, for example aspirin interferes with the absorption of vitamin C
- increased need for NSP and fluid to avoid constipation
- iron, calcium, zinc, B12 and folate may be at risk

[20]

20

- 4 Discuss the importance of adopting a healthy diet and lifestyle early in life to decrease the risk of osteoporosis in later years.

AVAILABLE
MARKS

Mark Band ([0]–[5])

Overall impression: basic understanding

- displays limited knowledge and understanding of osteoporosis
- limited attempt to discuss the importance of adopting a healthy diet and lifestyle early in life to decrease the risk of osteoporosis in later years
- quality of written communication is basic

Mark Band ([6]–[10])

Overall impression: minimally competent

- displays some knowledge and understanding of osteoporosis
- some attempt to discuss the importance of adopting a healthy diet and lifestyle early in life to decrease the risk of osteoporosis in later years
- quality of written communication is adequate

Mark Band ([11]–[15])

Overall impression: competent

- displays a good knowledge and understanding of osteoporosis
- makes a reasonable attempt to discuss the importance of adopting a healthy diet and lifestyle early in life to decrease the risk of osteoporosis in later years
- appropriate quality of written communication

Mark Band ([16]–[20])

Overall impression: highly competent

- displays a very good knowledge and understanding of osteoporosis
- clearly discusses the importance of adopting a healthy diet and lifestyle early in life to decrease the risk of osteoporosis in later years
- very effective written communication

Answers may address some of the following points:

- achieving peak bone mass in early adulthood is one of the best ways of preventing the development of osteoporosis
- peak bone mass can be achieved through diet, adequate calcium and phosphorus is important in early life to prevent osteoporosis in later years
- avoid excessive dieting in early years
- vitamin D is necessary for the absorption of calcium
- other key nutrients include vitamins C and K, magnesium, zinc and protein
- regular weight bearing exercise from an early age will develop bone strength
- smoking should be avoided as nicotine increases calcium excretion and lowers levels of oestrogen
- avoid excessive alcohol consumption as it interferes with calcium absorption
- fizzy drinks contain phosphoric acid which inhibits calcium absorption – consumption should be limited from an early age
- phytates in wholegrain cereals may interfere with calcium absorption [20]

Section B

Total

20

20

40



Rewarding Learning

ADVANCED SUBSIDIARY (AS)

General Certificate of Education

January 2009

Home Economics

Assessment Unit AS 3

assessing

Module 3: Lifestyle and Health

[ASN31]

TUESDAY 13 JANUARY, MORNING

**MARK
SCHEME**

- 1 Identify **two** campaigns targeted at teenagers by the Health Promotion Agency and explain how these campaigns have been implemented.

Mark Band ([0]–[5])

Overall impression: basic understanding

- displays limited knowledge and understanding of two campaigns targeted at teenagers by the Health Promotion Agency
- limited attempt to explain how these campaigns have been implemented
- quality of written communication is basic

Mark Band ([6]–[10])

Overall impression: adequate

- displays some knowledge and understanding of two campaigns targeted at teenagers by the Health Promotion Agency
- a reasonable explanation of how these campaigns have been implemented
- appropriate quality of written communication

Mark Band ([11]–[15])

Overall impression: competent

- displays a very good knowledge and understanding of two campaigns targeted at teenagers by the Health Promotion Agency
- clearly explains how these campaigns have been implemented
- very effective written communication

Answers may address some of the following points:

Campaigns

- alcohol, e.g. Everybody can enjoy a drink – nobody enjoys a drunk
- drugs and solvent abuse, e.g. Safer clubbing; Your body, your life, your choice; Talk to your child before someone else does
- sexual health, e.g. Never underestimate peace of mind and St. Valentine’s campaign
- tobacco, e.g. Up to you
- mental health, e.g. Minding your head

Implementation

- television advertising, e.g. television advert highlights the dangers and consequences of binge drinking; television adverts on Ecstasy, LSD and Speed were targeted at 14–17 year olds, television advert promoting Up to you website which included facts on drug and alcohol misuse
- radio advertisements, e.g. radio advertising on Downtown, Cool FM, Q102 to highlight harmful effects of taking drugs, radio advertising to increase awareness of mental health
- posters, e.g. effects of taking drugs and driving, poster highlighting that cannabis is still illegal; posters were displayed in washrooms of pubs and clubs to promote sexual health
- information leaflets distributed to: year 11, 12 and sixth form students, e.g. Your body, your life, your choice; parents, e.g. talking about drugs
- credit card size leaflets in dispensers, e.g. information on safer sex and STIs
- press releases

[15]

15

2 Discuss the role of the Government in the control of childhood diseases.

AVAILABLE
MARKS

Mark Band ([0]–[5])

Overall impression: basic understanding

- displays limited knowledge and understanding of the control of childhood diseases
- limited attempt to discuss the role of the Government in the control of childhood diseases
- quality of written communication is basic

Mark Band ([6]–[10])

Overall impression: adequate

- displays some knowledge and understanding of the control of childhood diseases
- a reasonable discussion of the role of the Government in the control of childhood diseases
- appropriate quality of written communication

Mark Band ([11]–[15])

Overall impression: competent

- displays a very good knowledge and understanding of the control of childhood diseases
- clearly discusses the role of the Government in the control of childhood diseases
- very effective written communication

Answers may address some of the following points:

- provide a free vaccination programme
- persuade people to take up the service and immunise their children
- monitor the impact and effectiveness of vaccines, e.g. meningitis vaccination
- surveillance of diseases, e.g. whether it is affected by uptake of vaccine; how it is affected by uptake of vaccine and early warning signs when vaccination levels are inadequate
- reassure public on the safety aspect of vaccines
- invest money for future research into new vaccines
- provide funding to raise public awareness of childhood diseases [15]

15

- 3 Consider a range of strategies an individual could use to manage their postnatal depression.

Mark Band ([0]–[5])

Overall impression: basic understanding

- displays limited knowledge and understanding of the management of Postnatal Depression
- limited attempt to consider a range of strategies an individual could use to manage their postnatal depression
- quality of written communication is basic

Mark Band ([6]–[10])

Overall impression: adequate

- displays some knowledge and understanding of the management of Postnatal Depression
- a reasonable consideration of a range of strategies an individual could use to manage their postnatal depression
- appropriate quality of written communication

Mark Band ([11]–[15])

Overall impression: competent

- displays a very good knowledge and understanding of the management of Postnatal Depression
- clearly considers a range of strategies an individual could use to manage their postnatal depression
- very effective written communication

Answers may address some of the following points:

- self help
 - rest as much as possible, e.g. when baby is sleeping – it may be difficult to rest if the individual has a demanding baby
 - ask a parent or partner to care for the baby
 - eat meals at regular intervals to maintain energy levels – many new mothers forget to eat and this can make depression symptoms feel worse
 - affected mother should make time for herself
 - relaxation techniques
 - talk to partner, family or friend – allow yourself to cry if you are upset
 - join a local support group
 - put off lots of visitors until you feel you can cope
- seek counselling
 - gives individuals an opportunity to discover ways of living with a greater sense of well-being
 - permits the new mother to cope with the crisis
 - confide in trained primary health care workers, e.g. health visitor
 - counselling can help an individual to accept there is an underlying problem
- seek medical intervention
 - make an appointment with GP to enable individual to receive specialist help or appropriate medication

[15]

15

4 Explain the role of **one** international organisation in promoting positive lifestyles.

Mark Band ([0]–[5])

Overall impression: basic understanding

- displays limited knowledge and understanding of one international organisation
- limited attempt to explain the role of the organisation in promoting positive lifestyles
- quality of written communication is basic

Mark Band ([6]–[10])

Overall impression: adequate

- displays some knowledge and understanding of one international organisation
- a reasonable attempt to explain the role of the organisation in promoting positive lifestyles
- appropriate quality of written communication

Mark Band ([11]–[15])

Overall impression: competent

- displays a very good knowledge and understanding of one international organisation
- clearly explains the role of the organisation in promoting positive lifestyles
- very effective written communication

Answers may address some of the following points:

Save the Children

- works in the UK and across the world in development and prevention work to help children, their families and communities to be self-sufficient
- campaigns for solutions to the problems children face, e.g. child labour, education
- tackles poverty that pushes children into work, e.g. Campaign Beat Poverty
- supports good quality, relevant schooling to give children alternatives to harmful work
- improves working conditions in cases where children have to work
- works with governments and private companies to find ways to end harmful child labour, e.g. develop appropriate legislation
- promotes citizenship in schools by offering a range of materials and services to teachers

UNICEF

- helps children get the care and stimulation they need in the early years of life
- strives to reduce childhood death and illness and protect children in the midst of war and natural disaster
- supports young people in making informed decisions about their own lives
- strives to build a world in which all children live in dignity and security
- advocates for the protection of children's rights, to help meet their basic needs and expand their opportunities to reach their full potential
- ensures special protection for the most disadvantaged children
- responds in emergencies to protect the rights of children
- promotes the equal rights of women and girls and to support their full participation in the political, social and economic development of their communities

World Health Organisation

- WHO’s contribution is to advance health at global and country level
- reduce excess mortality, morbidity and disability, especially in poor and marginalised populations
- promote healthy lifestyles and reduce risk factors to human health that arise from environmental, economic, social and behavioural causes
- develop health systems that improve health outcomes, respond to people’s demands and are financially fair
- framing an enabling policy and creating an institutional environment for the health sector, and promoting an effective health dimension to social, economic, environmental and development policy
- managing information, assessing trends and stimulating research and development
- negotiating and sustaining national and global partnerships
- setting, validating, monitoring and pursuing the implementation of standards
- the development and testing of new technologies for disease control and health care management

[15]

Total

AVAILABLE MARKS
15
30

