



**ADVANCED**  
**General Certificate of Education**  
**2023**

---

**Health and Social Care**

Assessment Unit A2 7

*assessing*

Human Nutrition and Health

[AHC71]

**THURSDAY 15 JUNE, AFTERNOON**

---

**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for **GCE Health and Social Care**.

Candidates should be able to:

- AO1** Demonstrate knowledge and understanding of the specified content.
- AO2** Apply knowledge, understanding and skills to a variety of health, social care and early years contexts.
- AO3** Investigate, analyse, and evaluate acquired knowledge and understanding, present arguments, make reasoned judgements and draw conclusions.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### ***Types of mark schemes***

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### ***Levels of response***

In deciding which level of response to award, examiners should look for the ‘best fit’ bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### ***Quality of written communication***

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is adequate.

Level 3: Quality of written communication is competent.

Level 4: Quality of written communication is highly competent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 (Adequate):** The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

**Level 3 (Competent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear.

**Level 4 (Highly competent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear.

1 (a) (i) Name **two** sources of iron. (AO1)

**Examples of suitable sources to be named:**

- liver
- kidney
- eggs
- red meat
- beans
- nuts
- dried fruit – such as apricot
- wholegrains – such as brown rice
- fortified breakfast cereals
- soya bean flour
- most dark green leafy vegetables
- margarine
- peas
- lentils
- black pudding

All other valid responses will be given credit

(2 × [1])

[2]

(ii) Explain **one** dietary function of iron. (AO1, AO2)

**Examples of a suitable function to be explained:**

- iron helps to make red blood cells, which carry oxygen around the body
- makes oxygen-carrying proteins, haemoglobin found in red blood cells and myoglobin found in muscle
- prevents anaemia as the human body stores some iron to replace any that is lost – this is important as iron deficiency anaemia can affect the immune system which increases vulnerability to infection

[1] basic explanation [2] competent explanation

(1 × [2])

[2]

(b) (i) Name **two** sources of calcium. (AO1)

**Examples of suitable sources to be named:**

- milk, cheese and other dairy foods
- green leafy vegetables
- soya bean
- tofu
- nuts
- bread and anything made with fortified flour
- oily fish where the bones are eaten, e.g. tinned sardines and pilchards

All other valid responses will be given credit

(2 × [1])

[2]

(ii) Explain **one** dietary function of calcium. (AO1, AO2)

**Examples of a suitable function to be explained:**

- helps to build strong bones and teeth, supporting skeletal structure and function
- important for building bone mass and may help to reduce the risk of fractures and osteoporosis in later adulthood

- helps regulate muscle contractions, including heartbeat
- cell signalling
- helps lower blood pressure

All other valid responses will be given credit

[1] basic explanation [2] competent explanation

(1 × [2])

[2]

(c) Name **two** sources of Vitamin D. (AO1)

**Examples of suitable sources to be named:**

- oily fish such as salmon, sardines, herring and mackerel
- red meat
- liver
- egg yolks
- cheese
- butter
- margarine
- fortified foods such as most fat spreads and some breakfast cereals

(also accept sunlight)

All other valid responses will be given credit

(2 × [1])

[2]

(d) A small amount of fat is an essential part of a healthy balanced diet. Discuss the dietary functions of fats. (AO1, AO2, AO3)

**Examples of dietary functions to be discussed:**

- a concentrated source of energy. One gram of fat has 9 calories, which is more than double the amount of calories from carbohydrates and protein
- fat soluble vitamins A, D, E and K rely on fat for absorption and storage. These vitamins are essential parts of the daily diet
- essential fatty acids help the body function, e.g. the transport of oxygen throughout the body
- provide energy when glucose, a form of sugar, is not available
- keep cholesterol and blood pressure under control, reducing risk of heart disease
- form adipose tissue which insulates the body and helps sustain a normal core body temperature
- protects vital organs

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit.

**Level 1 ([1]–[3])**

Overall impression: basic

- basic knowledge and understanding of the dietary functions of fats
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss the dietary functions of fats.

**Level 2 ([4]–[6])**

Overall impression: adequate

- adequate knowledge and understanding of the dietary functions of fats
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss the dietary functions of fats.

**Level 3 ([7]–[9])**

Overall impression: competent

- competent knowledge and understanding of the dietary functions of fats
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss the dietary functions of fats.

[9]

- (e) Discuss the importance of water and fluid intake for older people. (AO1, AO2, AO3)

**Examples of suitable points to be included in discussion:**

- reduces risk of U.T.I. which older people are more prone to
- older people need water to transport nutrients around their bodies
- water helps to prevent constipation which is a common problem in older people whose digestive muscles are weaker
- water helps to regulate body temperature in older people who may be more prone to infections
- water lubricates joints in older people who often experience stiffness
- water prevents dehydration which can cause confusion in older people
- water helps to keep mucus membranes and eyes moist, important for older people
- drinking water throughout the day may prevent plaque formation and prevent tooth decay
- water helps the body absorb vitamins/minerals from food
- water encourages sleep as thirst can cause restlessness

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit.

**Level 1 ([1]–[4])**

Overall impression: basic

- basic knowledge and understanding of the importance of water and fluid intake for older people
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss the importance of water and fluid intake for older people
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 ([5]–[8])**

Overall impression: adequate

- adequate knowledge and understanding of the importance of water and fluid intake for older people
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss the importance of water and fluid intake for older people

- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

### Level 3 ([9]–[12])

Overall impression: competent

- competent knowledge and understanding of the importance of water and fluid intake for older people
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question – a clear focus on older people
- demonstrates a competent ability to discuss the importance of water and fluid intake for older people
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear. [12]

- (f) Discuss the importance of non-starch polysaccharide (NSP) or dietary fibre for adolescents. (AO1, AO2, AO3)

#### Examples of suitable points to be discussed:

- fibre is an important part of a healthy balanced diet which helps the rapid growth and development which occurs in adolescence
- helps prevent chronic diseases such as diabetes and some cancers
- improves digestive health as adolescents develop
- helps to prevent constipation, diverticular disease, appendicitis and haemorrhoids
- helps maintain healthy blood pressure
- NSP lowers GI which influences blood glucose levels. Slow, steady rises and falls in glucose may in addition help an adolescent feel full for longer
- controls appetite and insulin levels, helping to maintain a healthy weight in adolescence

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit.

### Level 1 ([1]–[3])

Overall impression: basic

- basic knowledge and understanding of the importance of NSP for adolescents
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss the importance of NSP for adolescents.

**Level 2 ([4]–[6])**

Overall impression: adequate

- adequate knowledge and understanding of the importance of NSP for adolescents
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss the importance of NSP for adolescents.

**Level 3 ([7]–[9])**

Overall impression: competent

- competent knowledge and understanding of the importance of NSP for adolescents
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss the importance of NSP for adolescents.

[9]

AVAILABLE  
MARKS

40

- 2 (a) The Public Health Agency (PHA) encourages everyone to eat healthily.

Write down **three** ways this might be achieved. (AO1)

**Examples of suitable ways:**

- including starchy foods in the diet
- eating five portions of fruit and veg a day
- eating foods containing protein
- eating oily fish for omega 3
- including lower fat dairy products or alternatives in the diet
- choosing unsaturated oils and spreads in small amounts
- staying hydrated
- reducing intake of salt and sugar

All other valid responses will be given credit

(3 × [1])

[3]

- (b) Discuss the nutritional requirements of children. (AO1, AO2, AO3)

**Examples of suitable points to be included in discussion:**

- protein helps a child's body build cells, break down food into energy, fight infection, and carry oxygen
- carbohydrates are the body's most important source of energy. They help a child's body to use fat and protein for building and repairing tissue
- fats are a great source of energy and are easily stored in a child's body. They are also important in helping the body to properly use some of the other nutrients it needs
- calcium is essential in helping to build a child's healthy bones and teeth. It's also important for blood clotting and for nerve, muscle, and heart function
- Vitamin D is essential to assist the absorption of calcium
- iron is necessary for a child to build healthy blood that carries oxygen to cells all over the body
- folate is necessary for healthy growth and development of a child's cells. Lack of this vitamin can cause anaemia
- fibre helps produce bowel regularity in a child. It can also play a role in reducing the chances of heart disease and cancer later in life
- Vitamin A helps growth, assists the eyes in adjusting to dim and bright lights, keeps skin healthy, and works to prevent infection
- Vitamin C does more than just fighting off the common cold. It also holds the body's cells together, strengthens the walls of blood vessels, helps the body heal wounds, and is important for building strong bones and teeth
- water helps prevent dehydration and improves blood circulation and aids development.

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit.

**Level 1 ([1]–[3])**

Overall impression: basic

- basic knowledge and understanding of the nutritional requirements of children
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss the nutritional requirements of children.

**Level 2 ([4]–[6])**

Overall impression: adequate

- adequate knowledge and understanding of the nutritional requirements of children
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss the nutritional requirements of children.

**Level 3 ([7]–[9])**

Overall impression: competent

- competent knowledge and understanding of the nutritional requirements of children
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss the nutritional requirements of children. [9]

- (c) Discuss how schools can help to ensure that children have a healthy balanced diet. (AO1, AO2, AO3)

**Examples of suitable points to be included in discussion:**

Providing healthy food and drinks in the canteen:

- at least two portions of fruit and vegetables must be available for lunch
- rice and pasta must be available at least once a week
- pies, casseroles and stews must have at least half a portion of vegetables per serving
- milk and water to drink must be available every day
- fish should be available at least once a week
- fried and high fat foods such as chips and garlic bread must not be served more than twice a week

Encouraging healthy packed lunches, healthy snacks at break

- many children and young people do not buy their food in school but instead bring packed lunches or snacks with them to school. These do not have to adhere to the nutritional standards but parents are encouraged to ensure that they do so
- packed lunches provided by the school must comply with the standards
- many primary schools and nurseries, with the support of Healthy Breaks programmes, have introduced policies which encourage children and young people to only bring healthy options with them to school. These policies are to be encouraged and can make an important contribution to good nutrition and improvements in oral health. In particular, they take account of the importance of peer influences in determining children's food choices and so make it more likely that children will choose a healthy option

Providing healthy food and drinks in the tuck shop or from a vending machine, breakfast club or afterschool club

- no confectionery should be sold in schools
- no savoury snacks should be sold in schools
- the standards are sufficiently flexible to allow for special one-off functions such as discos, parties or fundraising events like school fairs,

- however it is not expected that sweets etc should be used as rewards
- a variety of fruit and vegetables should be available in all school food outlets. This could include fresh, dried, frozen, tinned and juiced products

Making fresh water freely available every day

- children and young people must have easy access at all times to free, fresh, preferably chilled, water in schools so that children do not have to depend on going to the lavatory to get water
- the only other drinks available should be bottled water (still or sparkling), milk, unsweetened fruit or vegetable juices, yoghurt and milk drinks (with less than 5% added sugar) or drinks made from combinations of these, e.g. smoothies, low calorie hot chocolate, tea and coffee

Helping children learn about food – how it grows and where it comes from, the different types of food that make up a balanced diet

- growing clubs give pupils the opportunity to plan, sow, tend and harvest a range of fruits and vegetables at school and can provide a useful teaching and learning experience for pupils
- the curriculum makes education in relation to nutrition and healthy eating an integral part of Personal Development from Foundation Stage to Key Stage 4. Pupils also have the opportunity to explore how food grows, is produced and transported, and to engage with issues of sustainable development through The World Around Us at primary level and Environment and Society (Geography) at Key Stage 3
- the FSA has introduced a Food Competency Framework for young people aged between 7 and 16. This framework is intended to help schools and community based organisations provide children and young people with the foundation to make healthy food choices now and into adulthood. Within the themes of diet and health, consumer awareness, cooking (food preparation and handling) and food safety, the framework applies to young people aged between 5 and 16+, and also encompasses wider food issues

Making sure that older children know how to cook healthy meals and make healthy choices through KS3 Home Economics

- the curriculum ensures that children and young people are afforded adequate opportunities to obtain knowledge and understanding of nutrition and healthy eating and to develop skills in preparing and cooking food
- the statutory minimum content for Home Economics includes requirements for schools to provide young people with opportunities to explore ways to develop a healthy diet and to develop practical skills in the safe, hygienic, healthy and creative use of foods, to plan, prepare, cook and serve a range of meals

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit.

### Level 1 ([1]–[5])

Overall impression: basic

- basic knowledge and understanding of how schools can help to ensure that children have a healthy balanced diet
- demonstrates a limited ability to apply appropriate knowledge and

- understanding to the question
- demonstrates a limited ability to discuss how schools can help to ensure that children have a healthy balanced diet
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 ([6]–[10])**

Overall impression: adequate

- adequate knowledge and understanding of how schools can help to ensure that children have a healthy balanced diet
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss how schools can help to ensure that children have a healthy balanced diet
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

### **Level 3 ([11]–[14])**

Overall impression: competent

- competent knowledge and understanding of how schools can help to ensure that children have a healthy balanced diet
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss how schools can help to ensure that children have a healthy balanced diet
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear.

### **Level 4 ([15]–[18])**

Overall impression: highly competent

- highly competent knowledge and understanding of how schools can help to ensure that children have a healthy balanced diet
- demonstrates a highly competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a highly competent ability to discuss how schools can help to ensure that children have a healthy balanced diet
- quality of written communication is highly competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear.

[18]

(d) Explain **one** way gender affects adult energy requirements. (AO1, AO2)

**Examples of suitable ways to be explained:**

- males often have about 10–20% more muscle mass than females of the same size and age – the greater a person’s mass, the more energy they need
- males have a higher BMR as muscle burns more calories than fat, resulting in males requiring about 5–10% more energy than females
- men tend to need more energy than women, and a woman’s energy needs increase when she is pregnant. This is mainly because she is carrying extra mass

All other valid responses will be given credit

[1] basic explanation [2] competent explanation

(1 × [2])

[2]

(e) Summarise the guidelines catering staff in a hospital should follow when preparing food for patients with the following food intolerances: (AO1, AO2)

**Examples of suitable points to be summarised:**

Coeliac disease

- ensure patients follow a strict gluten-free diet; i.e. no products from wheat, barley, oats and rye
- provide rice and rice noodles
- use gluten-free flours, including rice, corn, soy and potato
- provide foods that are naturally gluten-free, e.g. fresh meat, fish, cheese, eggs, milk, fruit and vegetables
- when preparing food use separate food preparation areas

All other valid responses will be given credit

[1] basic summary [2] adequate summary [3] competent summary

(1 × [3])

[3]

**Examples of suitable points to be summarised:**

Lactose intolerance

- avoid serving dairy products from cow’s milk
- use lactose free products, e.g. lacolite
- check if patient is able to eat yoghurt or cheese
- provide soya/almond/oat milk as an alternative
- provide alternative sources of calcium in meals: green leafy vegetables, soya bean, tofu, soya drinks with added calcium, fortified flour products, fish where the bones can be eaten
- when preparing food use separate food preparation areas

All other valid responses will be given credit

[1] basic summary [2] adequate summary [3] competent summary

(1 × [3])

[3]

38

- 3 (a) Analyse the dietary risk factors and appropriate advice to help manage obesity. (AO1, AO2, AO3)

**Examples of suitable dietary risk factors to be analysed:**

- eating large amounts of processed or fast food which is high in fat and sugar
- drinking too much alcohol – alcohol contains a lot of calories, and people who drink heavily are often overweight
- eating out or buying takeaway food frequently, as the food can be higher in fat and sugar
- eating larger portions than needed
- drinking too many sugary drinks – including soft drinks and fruit juice
- comfort eating – low self-esteem or feeling depressed, a person may eat to feel better
- unhealthy eating habits tend to run in families. A person may learn bad eating habits from parents when young and continue them into adulthood

**Examples of appropriate advice to be analysed:**

- energy balance: ensure that energy output is greater than the energy of the diet overall by restricting proportion of dietary energy that is derived from fat (in particular saturated fat), added sugar and alcohol to reduce the energy density of the diet. This can also be achieved by monitoring calorie intake to match basic metabolic rate (BMR) and physical activity levels (PALs)
- increase intake of starchy foods: increase starchy foods, for example, potatoes, cereals, wholegrain; these are high in NSP which increases the satiation value
- eat more high fibre foods, for example brown bread and brown rice as these aid digestion
- increase intake of fruit and vegetables: these are low in fat so have low calorific value
- trim off visible fat on meats and introduce alternatives: use low fat alternatives, for example, Quorn as a low fat high protein vegetarian option or spray oil when cooking
- change cooking methods: use cooking methods that reduce fat, for example, grilling, steaming, poaching or using spray oil
- replace fizzy drinks with water and reduce intake of alcohol; drink plenty of water
- cut down on high sugar foods such as biscuits and confectionary
- eating patterns: eat main meals to prevent snacking; make sure to have a good breakfast
- reduce portion sizes: use a smaller plate
- breastfeed babies
- follow government guidelines, e.g. the Eatwell guide
- make healthy packed lunches, avoiding processed meats
- encourage children to take healthy school meals
- reduce intake of processed foods/takeaway meals
- read labels – traffic light system
- increase physical activity

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit.

**Level 1 ([1]–[4])**

Overall impression: basic

- basic knowledge and understanding of the dietary risk factors and appropriate advice to help manage obesity
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to analyse the dietary risk factors and appropriate advice to help manage obesity
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 ([5]–[8])**

Overall impression: adequate

- adequate knowledge and understanding of the dietary risk factors and appropriate advice to help manage obesity
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse the dietary risk factors and appropriate advice to help manage obesity
- answers that focus on only one aspect of the question (factors or advice) cannot achieve beyond this level
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

**Level 3 ([9]–[12])**

Overall impression: competent

- competent knowledge and understanding of the dietary risk factors and appropriate advice to help manage obesity
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse the dietary risk factors and appropriate advice to help manage obesity.
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

**Level 4 ([13]–[15])**

Overall impression: highly competent

- highly competent knowledge and understanding of the dietary risk factors and appropriate advice to help manage obesity
- demonstrates a highly competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a highly competent ability to analyse the dietary risk

- factors and appropriate advice to help manage obesity
- quality of written communication is highly competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear. [15]

(b) Summarise the appropriate advice to help manage rickets. (AO1, AO2)

**Examples of suitable advice to be included in summary:**

- consume food products high in vitamin D, such as fish, liver, milk, and eggs which replace the missing vitamin in the body
- calcium and vitamin D supplements can also be used to treat rickets. A doctor will determine the correct dosage, as it can vary based on the size of a child
- a combination of phosphate supplements and high levels of a special form of vitamin D are required to treat hereditary rickets
- include calcium rich foods in diet
- exposure to sunlight

All other valid responses will be given credit

[1] basic summary [2] adequate summary [3] competent summary

(1 × [3])

[3]

(c) Explore how labelling may influence a parent's choices when food shopping for a family. (AO1, AO2, AO3)

**Examples of suitable points to be explored:**

- positive credentials, e.g. sustainably farmed, locally sourced, high animal welfare standards or organically grown without the use of pesticides
- use by or best before date; how long the food will keep
- nutritional information on labels can help parents choose between products, and keep a check on the amount of foods high in fat, salt and added sugars that they are providing for the family
- colour-coded labelling red, amber and green, is designed to help people see 'at a glance' what is in their food. Red means the food or drink is high in a particular nutrient that they should try to cut down on, eat less often or choose in small amounts. Amber means medium, and if a food is labelled mostly amber they can choose to eat it most of the time. Green means healthy and therefore a good choice for a parent to make for the family
- the ingredients list can help a parent work out how healthy the product is or if it is a risk to their family's health, e.g. if a family member has a nut allergy then foods containing nuts will not be chosen; similarly appropriate choices can be made if a family member is coeliac or lactose intolerant
- ready meals cooking time and cooking instructions can attract a parent, e.g. microwaving is perceived as quick and easy and may influence choices made by parents who have busy lives or who want to choose meals that children or teenagers can easily prepare for themselves

- visually appealing labels, e.g. bright coloured cartoon characters may be chosen by a family with young children
  - advertising labels, e.g. “meal for four” may influence choice depending on family size
  - discount offers e.g. 50% extra free, 3 for 2
- All other valid points will be given credit

[0] is awarded for a response not worthy of credit.

### **Level 1 ([1]–[5])**

Overall impression: basic

- basic knowledge and understanding of how labelling may influence a parent’s choices when food shopping for a family
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to explore how labelling may influence a parent’s choices when food shopping for a family
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 ([6]–[10])**

Overall impression: adequate

- adequate knowledge and understanding of how labelling may influence a parent’s choices when food shopping for a family
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to explore how labelling may influence a parent’s choices when food shopping for a family
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

### **Level 3 ([11]–[15])**

Overall impression: competent

- competent knowledge and understanding of how labelling may influence a parent’s choices when food shopping for a family
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to explore how labelling may influence a parent’s choices when food shopping for a family
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear. [15]

- (d) Using the headings below, describe the roles and responsibilities of environmental health officers (EHOs) in monitoring and enforcing food safety regulations. (AO1, AO2)

**Examples of suitable points to be included in description:**

Food safety

- dealing with potential food hazards including food alerts
- providing advice and information on food safety matters
- providing specialized food safety education programmes, and signposting to other commercially available training services – food safety and nutrition promotional activities, including participation in National Food Safety Week, the Healthier Chinese Project and the development and promotion of actions to improve nutrition and health and reduce food poverty
- providing practical food safety and port health training to environmental health students
- issuing export certificates required for the export of consignments of food from NI
- visiting business premises to investigate levels of cleanliness and health standards
- running courses on health and safety

All other valid points will be given credit

[1] basic description [2] adequate description [3] competent description

(1 × [3])

[3]

Inspections

- inspecting food premises including manufacturing, catering and retail premises in accordance with a range of legislation and guidance, and taking into consideration the local council's 'Regulation and Enforcement Policy – Registration of food premises'
- inspecting imported food of non-animal origin
- inspecting vessels (ships – including passenger ferries) arriving at the port to ensure compliance with health and hygiene requirements including food safety and control of infectious diseases and to issue Ship Sanitation Certificates as required
- inspecting foodstuffs and implementing sampling programmes in relation to composition and labelling

All other valid points will be given credit

[1] basic description [2] adequate description [3] competent description

(1 × [3])

[3]

Enforcement

- implementing the national Food Hygiene Rating Scheme including publication of food hygiene inspection results on the national website
- investigating complaints relating to food and hygiene of food premises and investigating cases of suspected food poisoning or pest infestations and arranging for legal proceedings to be taken against serious offenders
- investigating incidents of statutorily notifiable food and water related illnesses on behalf of the Director of Public Health of the Public Health Agency
- enforcing legislation to control illegal, unregulated and unreported fishing

- approving premises for the production and supply of products of animal origin

All other valid points will be given credit

[1] basic description [2] adequate description [3] competent description

(1 × [3])

[3]

**Total**

**AVAILABLE  
MARKS**

42

**120**