



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2025**

Health and Social Care

Assessment Unit AS 7

assessing

Understanding the Physiology of Health and Illness

[SHC71]

TUESDAY 3 JUNE, MORNING

**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) Write down the name and explain the function of each of the following cells and tissues. (AO1, AO2)
- (i) Name: red blood cell (or erythrocyte) [1]
(1 × [1])
- Function
Examples of suitable points to be included in the explanation:
- carries oxygen to every cell in the body to allow respiration to occur/transports waste such as carbon dioxide back to the lungs to be exhaled.
- [1] basic explanation, [2] competent explanation
(1 × [2]) [2]
- (ii) Name: neurone (or motor neurone) [1]
(1 × [1])
- Function
Examples of suitable points to be included in the explanation:
- transmits electric signals (impulses) from the brain or spinal cord to effector muscle(s)/sends commands from the brain or spinal cord to the muscles to allow functioning, e.g. movement, speech, breathing.
- [1] basic explanation, [2] competent explanation
(1 × [2]) [2]
- (iii) Name: smooth [1]
(1 × [1])
- Function
Examples of suitable points to be included in the explanation:
- contracts when an electrical signal (impulse) is received to control involuntary movements, e.g. within the walls of hollow organs and blood vessels.
- [1] basic explanation, [2] competent explanation
(1 × [2]) [2]
- (b) (i) The brain is an example of an **ORGAN**. (AO1) [1]
(1 × [1])

- (ii) Identify the parts labelled A, B and C and describe the functions of each part. (AO1, AO2)

A. thalamus

(1 × [1])

[1]

Functions

Examples of suitable points to be included in the description:

- relays both sensory signals to the brain and motor signals from the brain
- regulates consciousness/sleep/wakefulness
- regulates alertness/attentiveness/emotion
- processes memory and learning.

All other valid responses will be given credit

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

(1 × [3])

[3]

B. cerebrum

(1 × [1])

[1]

Functions

Examples of suitable points to be included in the description:

- controls thought processes
- directs motor function and activity
- controls higher intellectual functions, e.g. reasoning, planning, memory and language processing
- processes sensory functions of vision, hearing and touch
- co-ordinates movement
- regulates temperature.

All other valid responses will be given credit

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

(1 × [3])

[3]

C. medulla oblongata

(1 × [1])

[1]

Functions

Examples of suitable points to be included in the description:

- regulates a number of functions of the autonomic system including respiration, cardiac function, heart rate, blood pressure and vasodilation
- regulates reflexes, e.g. vomiting, coughing, sneezing, swallowing.

All other valid responses will be given credit

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

(1 × [3])

[3]

(c) (i) Identify the glands marked **A**, **B** and **C** and explain **one** endocrine function of each gland. (AO1, AO2)

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A. thyroid gland
(1 × [1])

[1]

Function

Examples of suitable points to be explained:

- produces hormones thyroxine and triiodothyronine that help regulate the body's metabolism
- regulates heart rate
- regulates body temperature
- regulates the speed at which food traverses the digestive tract
- plays a role in brain development and bone maintenance.

All other valid responses will be given credit

[1] basic explanation, [2] competent explanation
(1 × [2])

[2]

B. adrenal gland
(1 × [1])

[1]

Function

Examples of suitable points to be explained:

- produces hormone adrenaline which controls the “fight or flight” response
- controls the body's use of fats, carbohydrates, proteins
- controls the levels of electrolytes in the blood
- helps regulate blood pressure
- helps regulate the immune system
- helps regulate metabolism.

All other valid responses will be given credit

[1] basic explanation, [2] competent explanation
(1 × [2])

[2]

C. testes
(1 × [1])

[1]

Function

Examples of suitable points to be explained:

- synthesises the hormone testosterone, the principal male sex hormone
- controls the development of secondary sexual characteristics, e.g. muscle mass/body hair.

All other valid responses will be given credit

[1] basic explanation, [2] competent explanation
(1 × [2])

[2]

- (ii) Explain **two** differences in the functioning of the nervous and endocrine systems. (AO1, AO2)

Examples of suitable points to be explained:

- the nervous system uses neurones to carry messages around the body whereas the endocrine system uses the bloodstream to carry messages
- in the nervous system, neurones use electrical impulses to carry messages, whereas in the endocrine system chemical messages/hormones are used
- the nervous system exhibits fast responses whereas the endocrine system responses are slow
- the nervous system responses are widespread to groups of muscles, whereas the endocrine system responses are to specific organs or cells.

All other valid responses will be given credit

[1] basic explanation, [2] competent explanation

(2 × [2])

[4]

- (iii) Outline how the hypothalamus and the pituitary gland work to control endocrine function in the human body. (AO1, AO2, AO3)

Examples of suitable points to be included in the outline:

- **the hypothalamus** links the nervous system to the endocrine system. It gathers information sensed by the brain, e.g. about light exposure, temperature, feelings. The nerve cells in the hypothalamus create hormones in response to these nervous stimuli. These hormones are sent by the hypothalamus to the pituitary gland to which it is physically linked. The volume of hormone delivered depends on the extent of the original stimulus and determines the degree of release of hormones by the pituitary gland
- **the pituitary gland** is often called the master gland of the endocrine system. The hormones it produces control many of the other endocrine glands. It secretes hormones which stimulate the gonads to produce sex hormones. It secretes hormones which stimulate the thyroid to make, e.g. thyroxine. It releases antidiuretic hormone (vasopressin, ADH) which regulates water balance in the body
- both the hypothalamus and pituitary gland also regulate hormone production in response to negative feedback loops from effector organs; these processes reduce or increase hormone production depending on need and so maintain internal homeostasis.

All other valid responses will be given credit

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

Level 1 ([1]–[2])

Overall impression: basic

- basic knowledge and understanding of how the hypothalamus and the pituitary gland work to control endocrine function in the human body
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question

- displays a limited ability to outline how the hypothalamus and the pituitary gland work to control endocrine function in the human body.

Level 2 ([3]–[4])

Overall impression: adequate

- adequate knowledge and understanding of how the hypothalamus and the pituitary gland work to control endocrine function in the human body
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- responses which outline only the hypothalamus or pituitary gland cannot be awarded more than 3 marks
- displays adequate ability to outline how the hypothalamus and the pituitary gland work to control endocrine function in the human body.

Level 3 ([5]–[6])

Overall impression: competent

- competent knowledge and understanding of how the hypothalamus and the pituitary gland work to control endocrine function in the human body
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- displays a competent ability to outline how both the hypothalamus and the pituitary gland work to control endocrine function in the human body.

[6]

41

2 (a) (i) Identify tissue A. (AO1)

- epithelial tissue or epithelium

(1 × [1])

[1]

(ii) Explain the physiological cause of each of the following conditions that affect the digestive tract. (AO1, AO2)

Examples of suitable causes to be explained:

Acute pancreatitis

- the pancreas becomes inflamed (this is usually due to consumption of excess alcohol, or gall stones)
- acute pancreatitis (inflammation of the pancreas) occurs when the digestive enzymes it secretes start to attack the tissues of the pancreas. Essentially, they begin to digest the pancreas
- as the gland becomes more inflamed this can lead to bleeding and infection
- the gland may no longer be able to function.

Stomach ulcer

- stomach walls begin to secrete too much acid – this is caused by a bacterial infection called *H. pylori* which irritates the stomach wall making it secrete more acid than it normally would. The excess acid depletes the protective mucus layer around the stomach lining. The acid attacks the lining causing a hole to develop in the stomach wall.
- the second most common cause of stomach ulcers is the protective layer around the stomach (mucosa) becoming weakened (often due to the use of Non-steroidal-Anti-inflammatory Drugs (NSAIDs) such as ibuprofen, naproxen and diclofenac). As the mucus layer in the stomach becomes depleted the acid normally found in the stomach attacks the lining and again a hole develops.

Cirrhosis of the liver

- the liver produces collagen fibres within the liver cells, preventing them from working. Over time fibres in many cells cause fibrosis and the scarring begins to reduce the ability of the liver to function. When the scar tissue is formed it can block the flow of substances between the blood and the liver.

All other valid responses will be given credit

[1] basic explanation, [2] competent explanation

(3 × [2])

[6]

- (b) (i) Describe the role of each of the following parts of the digestive system. (AO1, AO2)

Examples of suitable points to be described:

Salivary glands

- secrete an enzyme called amylase that begins the break down of starch/carbohydrate. The saliva produced also moistens/softens the food to help it to be swallowed.

Gall bladder

- stores bile (produced by the liver). The gall bladder releases the bile into the small intestine (ileum) via the bile duct.

All other valid responses will be given credit

[1] basic description, [2] adequate description, [3] competent description
(2 × [3]) [6]

- (ii) Write down **two** common causes of cirrhosis. (AO1)

- long term alcohol abuse
- chronic blood infections, e.g. viral hepatitis B, C and D
- non-alcoholic steatohepatitis (NASH)/non-alcoholic fatty liver disease which causes a build up of excessive fat in the liver
- haemochromatosis – a condition that causes iron build up in the body
- autoimmune hepatitis, which is a liver disease caused by the body's immune system.

(2 × [1]) [2]

- (iii) Analyse the potential impact of cirrhosis of the liver on an individual's work, income and leisure. (AO1, AO2, AO3)

Examples of suitable points to be included in the analysis:

Work

- a person's ability to work may depend upon the severity of their symptoms and how well they are responding to treatment
- it is likely that some time will be needed off to attend hospital appointments/check-ups and because of ongoing health problems, for example pain and nausea; this may make it difficult to hold down a full-time job, to receive further training or to seek promotion
- those working in very close contact with people, e.g. health care/hospitality may have restricted duties if their cirrhosis is caused by viral hepatitis as this would pose a risk to others
- acute pain may make it a risk to operate machinery so either the person may have to change jobs or find other duties
- loss of attention caused by advanced cirrhosis will also make any job involving driving impossible
- sedentary jobs may prove challenging as sitting can exacerbate frequent urination, a characteristic of cirrhosis
- in late or end stage cirrhosis symptoms may be so severe that it becomes impossible to hold down a job.

Income

- an individual who has to take time off work due to cirrhosis will experience a drop in income if they become dependent on statutory sick pay
- an individual with advanced cirrhosis will be entitled to disability benefits providing some income. This is unlikely to fully replace income earned from working full time
- as cirrhosis develops income may well drop as the individual will not be able to continue to work full time. Even in early stages having to do restricted duties may mean that income is reduced particularly if the individual is not sufficiently well to do any available overtime or seek promotion.

Leisure

- cirrhosis can cause fatigue so an individual may be too tired to continue to participate in activities that require physical exertion, e.g. running, playing tennis, football
- cirrhosis can cause water retention and so swelling in the legs/feet/ankles and a build up of fluid in the abdomen. This could make some activities uncomfortable and limit mobility
- a complication of cirrhosis (hepatic encephalopathy) can cause confusion, difficulty thinking and memory loss so an individual might struggle, for example, to play computer games, Bridge or any game where they need to keep score
- cirrhosis leads to easy bruising/bleeding so an individual would be unwise to continue with a contact sport as they are at higher risk of injury
- cirrhosis causes the skin to itch profusely so swimming and outdoor activities may be uncomfortable
- cirrhosis causes muscle loss so an individual may struggle with any physical activity where they need strength, e.g. gym work
- if an individual avoids overexertion and chooses gentle activities, e.g. walking, they will still be able to participate in physical activity
- an individual should follow a programme of regular, supervised exercise to help them maintain their strength/balance/endurance. This could be through joining a gym or following physiotherapist's recommendations
- an individual may avoid leisure activities/socialising involving alcohol.

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 potential impact of cirrhosis of the liver on an individual's work, income and leisure
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- displays a limited ability to analyse the potential impact of cirrhosis of the liver on an individual's work, income and leisure
- candidates addressing only one of work, income or leisure cannot achieve beyond this level
- 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 potential impact of cirrhosis of the liver on an individual's work, income, and leisure
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- displays an adequate ability to analyse the potential impact of cirrhosis of the liver on an individual's work, income, and leisure
- candidates addressing only two of work, income or leisure 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 potential impact of cirrhosis of the liver on an individual's work, income, and leisure
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- displays a competent ability to analyse the potential impact of cirrhosis of the liver on an individual's work, income, and leisure
- candidates must address all three (work, income and leisure) to achieve at this level
- 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.

[12]

27

- 3 (a) (i) Write down **one** function of each of the following parts of the urinary system. (AO1)

Sphincter

- holds the bladder closed until sufficient urine has gathered. The sphincter opens to allow stored urine to exit the body.

All other valid responses will be given credit

(1 × [1])

[1]

Renal artery

- carries oxygenated blood to the kidneys so that it can be filtered and waste removed.

All other valid responses will be given credit

(1 × [1])

[1]

- (ii) Describe the physiological causes of urinary incontinence. (AO1, AO2)

Examples of suitable points to be included in the description:

- muscle weakness
- damage to CNS
- issues with the muscles in the walls of the bladder
- muscles may contract too often creating an urgent need to urinate (urge incontinence)
- muscles can also weaken so that as the bladder fills, they are unable to hold the bladder closed (stress incontinence)
- a blockage in the bladder may stop it emptying properly and pressure from the blockage may cause leaks (overflow incontinence)
- conditions such as urinary tract infections, vaginal infections/irritation and constipation.

All other valid responses will be given credit

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

(1 × [3])

[3]

- (iii) Write down **two** factors which may have contributed to her developing urinary incontinence. (AO1)

Any two of the following:

- childbirth
- obesity
- hysterectomy
- neurological conditions, e.g. multiple sclerosis (MS)
- alcohol/caffeine/smoking
- insufficient fluid intake
- constipation
- bladder stones
- medication
- pregnancy
- menopause
- family history
- stroke.

(2 × [1])

[2]

- (iv) Explain **two** ways that urinary incontinence may affect Nagra's relationships. (AO1, AO2)

Examples of suitable points to be explained:

- Nagra may struggle in her physical relationship with her partner as she may feel uncomfortable so affecting intimacy/sexual relationships and her ability to show warmth and affection
- Nagra's family and friends may become irritated with her if she needs frequent toilet breaks when out and about therefore straining relationships
- Nagra may become reluctant to go on holiday or out with family and friends, negatively impacting on relationships, if she is anxious about finding a toilet at short notice especially somewhere that she doesn't know
- Nagra may fear wetting herself/having hygiene issues and may choose not to participate in activities with her friends/family and so become isolated from them
- if Nagra can manage her condition appropriately she may continue to go out with family/friends and maintain her relationships
- family and friends may be supportive of Nagra's condition and encourage her to retain her interests so maintaining her relationships.

All other valid responses will be given credit

[1] basic explanation, [2] competent explanation
(2 × [2])

[4]

- (v) Analyse **three** causes of dehydration and the potential impact on an individual. (AO1, AO2, AO3)

Examples of suitable points to be included in the analysis:

Causes of dehydration

Any three of the following:

- not drinking enough fluid or losing more fluid than taken in
- illness causing excessive loss of fluid, e.g. severe vomiting, diarrhoea, fever
- sweating excessively and not taking in sufficient fluid, e.g. fever, exercising vigorously or working in hot conditions/heat stroke
- diabetes increases the risk of dehydration as the kidneys will try to remove the excess glucose in the blood and so produce excessive urine
- consumption of alcohol or excess caffeine as these are diuretics and cause more frequent urination
- taking diuretic medication.

Potential impact on individuals

- effects of dehydration depend upon its severity
- mild dehydration will cause thirst and urine that is dark in colour and with a potent smell
- dry lips and mouth
- more advanced dehydration can cause the individual to develop headaches and feel light-headed
- lethargy and loss of stamina are common
- prolonged dehydration can lead to severe symptoms such as

disorientation, confusion, change in pulse (higher or lower), dizziness, loss of consciousness, swelling of the brain or even a seizure and urination is likely to be limited or stop

- if this is a long term (chronic) issue, the individual could develop kidney stones, constipation and even muscle damage. At this stage the individual will require medical intervention and may be admitted to hospital to be administered IV fluids to rehydrate them. Long term damage may already have occurred.

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 causes and the potential impact of dehydration on an individual
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- displays a limited ability to analyse the causes and the potential impact of dehydration on an individual
- 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 causes and the potential impact of dehydration on an individual
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- displays an adequate ability to analyse the causes and the potential impact of dehydration on an individual
- answers which address only causes or only impact cannot achieve more than 6 marks
- 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 causes and the potential impact of dehydration on an individual
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- displays a competent ability to analyse three causes and the potential impact of dehydration on an individual
- 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. [12]

- (b) Assess how this diagnosis may impact on his education and diet. (AO1, AO2, AO3)

Examples of suitable points to be included in the assessment:

Education

- Jarrod is at an important stage in his education, so time taken out of school to go to G.P. or diabetic clinic appointments may leave him with gaps in his learning that he may struggle to make up before his summer examinations and as a result he may underachieve
- if his diabetes is not well controlled, he may experience loss of concentration in school, which could also negatively affect his learning
- in examinations he may get extra time/rest breaks to help him refocus and so his performance may not be affected
- at home he may be too tired to fully focus on coursework and revision which could also negatively affect his achievement
- it may be possible for the school to give him extensions to deadlines for his coursework to help him complete them to his usual standard
- if his diabetes is well controlled, his diagnosis may have very little impact on his educational achievement.

Diet

- Jarrod will need to take more care to plan his eating to maintain his blood glucose levels within normal parameters
- it may be beneficial for him to work with his family to plan and prepare suitable food which he can then bring with him each day
- he will need to plan his food consumption when at school so that it has a regular pattern and he eats appropriate types and portions of food
- he will need to eat a proper balanced lunch at school and not snack as he has been doing
- he will need to reduce his dependence on snacks such as crisps and sweets as they contain more salt, fat and sugar than he needs in his diet
- he should avoid foods with added sugars, e.g. sweets, cakes, soft drinks
- he should eat starchy foods, e.g. brown rice and oatmeal, as they raise blood sugar levels slowly
- he should ensure his diet has sufficient fibre, as this helps carbohydrates break down more slowly into sugars
- he will need to increase his consumption of fruit and vegetables.

All other valid points 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 how this diagnosis may impact on his education and diet
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- displays a limited ability to assess how this diagnosis may impact on his education and 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 ([4]–[6])

Overall impression: adequate

- adequate knowledge and understanding of how this diagnosis may impact on his education and diet
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- displays an adequate ability to assess how this diagnosis may impact on his education and diet
- answers which address only education or only diet cannot achieve beyond 5 marks
- 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 ([7]–[9])

Overall impression: competent

- competent knowledge and understanding of how this diagnosis may impact on his education and diet
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- displays a competent ability to assess how this diagnosis may impact on his education and 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 the meaning is clear.

[9]

AVAILABLE
MARKS

32

Total

100