



**ADVANCED
General Certificate of Education
2016**

Health and Social Care

Assessment Unit A2 15

assessing

Unit 15: Human Nutrition and Dietetics

[A6H71]

WEDNESDAY 8 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

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 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 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.

1 (a) State one condition needed for bacteria to grow. (AO1)

Answers may include any one of the following:

- Heat/warmth
- Time
- Food
- Moisture
- Favourable chemical environment
- Oxygen.

(1 × [1])

[1]

(b) Discuss how each of the following promotes good hygiene practices when handling food. (AO1, AO2, AO3)

Answers may include the following:

Thorough and frequent hand washing:

- Before handling food in the kitchen will remove bacteria on hands.
- Between food handling operations to prevent cross contamination of bacteria from raw to cooked food.
- After using the toilet and before leaving washroom to remove bacteria.
- After handling waste food or refuse to remove bacteria.

Covering cuts and grazes:

- Cuts and grazes harbour dirt and bacteria and should be covered with clean waterproof dressing wherever food is handled.
- The dressings should be brightly coloured so that they will be readily seen if they fall off into food. A well-equipped first aid box containing these dressings should be kept on the premises.

Keeping nails short and nail varnish free:

- Nails – long dirty nails harbour bacteria therefore nails should be kept short.
- Nail varnish should not be worn due to chippings falling off into food or bacteria living in the crevices it makes on nails.

[1] for use of key words/phrase(s), [2] for adequate discussion, [3] for full discussion.

(3 × [3])

[9]

(c) Analyse how the design features outlined in the Food Safety (General Food Hygiene) Regulations 1995 can prevent the growth of bacteria in kitchens. (AO1, AO2, AO3, AO4)**Design of Kitchen Premises**

Answers may address the following:

- Have designated areas for food preparation, e.g. “dirty” area for raw meat, fish, etc. to be prepared and “clean” area for preservation of cooked meats and desserts
- Floors – should be hardwearing with no splits that can harbour bacteria. It must be easily disinfected and cleaned to reduce the growth of bacteria and the risk of food poisoning
- Walls – should be glazed for easy cleaning and be in good repair to reduce the growth of bacteria and the risk of food poisoning
- Lighting – adequate natural light and/or artificial lighting, sufficient to

facilitate thorough cleaning to reduce the growth of bacteria and the risk of food poisoning

- Ventilation – essential for controlling humidity and temperature which are risk factors involved in bacteria growth. Regular cleaning of ventilation systems important/must be accessible for cleaning/ replacement of parts
- Toilets and washing facilities – should be kept clean and separate from food areas, notices should be displayed in these areas promoting good hygiene to prevent the spread of bacteria/adequate ventilation of toilets
- Separate hot water supply for washing hands and anti-bacterial soap should be provided to reduce the growth of bacteria and the risk of food poisoning. Hot and cold water supply necessary
- Waste disposal – food waste is ideal for growth of bacteria and unless it is stored correctly it will attract flies, rodents, etc. which will cause a risk of food poisoning. Food waste must be separate from fresh food and removed from kitchen regularly to reduce the growth of bacteria and the risk of food poisoning in early years
- Pest control – must be considered as these carry pathogens which can contaminate food and so spread disease
- Adequate draining facilities – must be sufficient to reduce the growth of bacteria in drains.
- Shelves/storage units raised off the floor to reduce risk of infestation
- Adequate changing facilities for staff where necessary

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

- Displays limited knowledge of how the design features outlined in the legislation can prevent the growth of bacteria in kitchens
- There is limited analysis
- May list points relating to design features or only discuss one feature
- Quality of written communication is basic. The candidate makes a limited selection and use of 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

- Displays adequate knowledge of how the design features outlined in the legislation can prevent the growth of bacteria in kitchens
- There is adequate analysis
- Quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]–[9])

Overall impression: competent

- Displays good knowledge of how the design features outlined in the legislation can prevent the growth of bacteria in kitchens
- There is competent analysis

- Quality of written communication is competent. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard to make meaning clear. [9]

- (d) A range of factors influence why people choose a particular food. Explain how one psychological factor may affect food choices. (AO1, AO2)

Answers may address one of the following:

- Stress – can trigger changes in human behaviours which influence food choice, e.g. cravings for sweet food
- Mood – when people feel down they may treat themselves to less healthy foods
- Learned behaviour – people’s liking for specific foods and food acceptance patterns are largely learned and can influence food choice
- Perception of body image – may choose healthier options if trying to be healthy/lose weight/stay slim.
- Low self-esteem

All other valid responses will be given credit.

[1] for the use of key words/phrase(s), [2] for full explanation.

(1 × [2])

[2]

- (e) Discuss the physical effects of anorexia nervosa on females. (AO1, AO2, AO3)

Answers may address the following:

- Anaemia
- Lowers the immune system
- Problems with bones and muscles
- Low blood sugar
- Low blood pressure
- Weight loss and emaciation.
- Organ damage, e.g. heart, kidney, liver
- Digestive system damage: constant hunger pains, constipation or bloating may occur
- Hormonal effects: amenorrhoea, low sex drive, infertility, inability to regulate body temperature. If a woman is pregnant while anorexic there is an increased risk of miscarriage or need for C-section, and risk of low birth weight.
- Nervous system: changes in neurochemicals such as serotonin, resulting in psychological effects such as depression, irritability, fatigue, insomnia and mood swings. Anxiety and a compulsive relationship with both food and exercise
- Extreme physical fatigue can lead to concentration problems
- Skin and hair: hair and nails become brittle, hair loss may occur, or a thin coating of hair may appear on the skin
- Coma and death in the long term.

All other valid points will be given credit.

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

Level 1 ([1]–[2])

Overall impression: basic

- Displays limited knowledge of the effects of anorexia nervosa.

Level 2 ([3]–[4])

Overall impression: adequate

- Displays adequate knowledge of the effects of anorexia nervosa.

Level 3 ([5]–[6])

Overall impression: competent

- Displays very good to excellent knowledge of the effects of anorexia nervosa.

[6]

27

- 2 (a) Complete the table below by identifying two functions and a rich source for each mineral. (AO1, AO2)

Fluorine:

Answers may include any two of the following

Function:

- Involved in the formation of bones and teeth
- Maintains bone structure
- Helps to make teeth resistant to tooth decay/strengthen enamel
- Helps to increase bone density

Rich Sources:

Answers may include any one of the following

- Fluoride toothpaste
- Drinking water
- Seafood
- Breast and milk formula
- Dairy products
- Tea
- Fluoride mouthwash
- Gelatine

Zinc:

Answers may include any two of the following

Function:

- Needed for enzyme function
- Wound healing
- Normal growth and development
- Healthy immune system
- Helps process carbohydrate, fat and protein in food (energy)
- Formation of new cells

Rich Sources:

Answers may include any one of the following

- Milk
- Cheese
- Yoghurt
- Meat
- Liver
- Wholegrain cereals
- Shellfish

Magnesium:

Answers may include any two of the following

Function:

- Helps turn the food we eat into energy
- Helps to make sure the parathyroid glands, which produce hormones that are important for bone health, work normally
- Involved in bone mineralisation
- Transmission of nerve impulses
- Needed for activity of some enzymes

Rich Sources:

Answers may include any one of the following

- Whole grain cereals
- Bread – wholegrain
- Meat
- Potatoes
- Fruits and vegetables
- Milk/dairy foods
- Green leafy vegetables
- Nuts
- Fish, oysters, scallops
- Soya milk

[1] for each function identified.

[1] for each rich source identified.

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

(9 × [1])

[9]

- (b) Discuss the importance of the following nutrients in the diet.
(AO1, AO2, AO3)

Answers may include the following:

Calcium: a component of bone mineral essential for bone health, a major role in the release of hormones and neurotransmitters, intracellular regulator, necessary for blood clotting, essential cofactor for some enzymes involved in nerve function and in muscle and heart contraction.

Vitamin C: important as it maintains the body's connective tissue and is vital for wound healing. It also aids the absorption of iron and has antioxidant properties. Helps protect cells and keeps them healthy. Helps to improve components of the human immune system.

All other valid points will be given credit.

[1] For use of key phrase(s), [2] for adequate discussion, [3] for full discussion.

(2 × [3])

[6]

- (c) Identify two groups of people who are at particular risk of anaemia.
(AO1, AO2)

Answers may address two of the following:

- Women of child bearing age
- Infants
- Children
- Teenage girls
- People with an eating disorder

- People with low income
- People with poor food choice
- Vegetarians/vegans
- Elderly

(2 × [1])

[2]

(d) Write down three symptoms of anaemia. (AO1)

Answers may address three of the following:

- Fatigue/extreme tiredness/weakness/shortness of breath
- Apathy, lack of energy, lethargy
- Feeling faint
- Headaches
- Tinnitus
- Palpitations (noticeable heartbeats)
- Loss of appetite
- Poor temperature regulation
- Changes to mouth and digestive tract symptoms
- Nails may become brittle
- Pale complexion
- Lack of concentration

(3 × [1])

[3]

(e) Analyse the current dietary advice for adolescents according to the eatwell plate. (AO1, AO2, AO3, AO4)

Answers may address some of the following points:

- There should be a balance of foods from each of the five commonly accepted food groups
- Following a healthy balanced diet with foods from each of the sections from the eatwell plate will provide all of the recommended nutrients for adolescents
- Balance can be achieved over several days or a week, not essential for each meal

Bread, rice, pasta, potatoes and other starchy foods

- Adolescents have increased energy requirements, this can be found in carbohydrates
- Adolescents should base their meals on starchy foods as these should make up a third of what we eat
- Starchy foods also contain fibre, calcium, iron and B vitamins
- Starchy foods have a high satiety value which will help to prevent unhealthy snacking

Milk and dairy foods

- Calcium sources need to feature at all meals during the day for adolescents to ensure optimum bone health in later years. Sources of calcium suggested in the eatwell plate – milk, cheese, yogurt, white bread, green leafy vegetables, nuts, seeds, dried fruit and oranges
- Phosphorus and magnesium to give strength and harden bones
- Vitamin D – to assist with the absorption of calcium. Sources in the diet include margarine, oily fish and liver

Meat, fish and alternatives: eggs, beans and other non-dairy sources of protein

- Protein requirements for growth and repair and bone development.
- Excess protein is converted into glucose in the liver and used as a source of energy
- Thiamin for the release of energy from nutrients in every cell in the body

Fruit and vegetables

- Riboflavin – needed for healthy skin. Helps release energy to cells in the body's use of carbohydrates
- Niacin – assists in the nervous system and healthy skin. Involved in the energy producing reactions in the body cells
- Vitamin A – good for night vision and healthy skin and tissue
- Vitamin C – essential factor for the synthesis of collagen that forms part of the structural framework for bones, therefore maintaining the body's connective tissue. Important for wound healing. Helps iron absorption and has antioxidant properties. Sources in the diet include fruit and vegetables – the eatwell plate recommends that individuals take foods from this section to help meet their 5–7 portions of fruit and vegetables a day
- Potassium – this helps control the balance of fluids in the body and also is essential for muscle and liver function which are important for adolescents

Food and drinks that are high in fat or sugar

- These must be reduced to a minimum in the diet due to the risk of obesity, dental caries, coronary heart disease
- Adolescents should eat just a small amount of these foods
- Cut down on fat and sugar by eating fewer sweets, cakes and biscuits
- Drink fewer sugary soft drinks
- NMES are linked to dental caries, therefore should be reduced

All other valid points will be given credit.

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

Level 1 ([1]–[4])

Overall impression: basic

- Displays limited knowledge of the current dietary advice that may be given to adolescents using the eatwell plate
- Limited analysis/may list several examples from the five food groups
- Quality of written communication is basic. The candidate makes a limited selection and use of 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

- Displays adequate knowledge of the current dietary advice that may be given to adolescents using the eatwell plate
- Evidence of adequate analysis
- At least three food groups must be addressed to achieve at this level.
- Quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing.

Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

AVAILABLE
MARKS

Level 3 ([9]–[12])

Overall impression: competent

- Displays good knowledge of the current dietary advice that may be given to adolescents using the eatwell plate
- There is competent analysis – there may be some variation in the quality of analysis between the five food groups
- Quality of written communication is competent. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard to make meaning clear.

Level 4 ([13]–[15])

Overall impression: highly competent

- Displays excellent knowledge of the current dietary advice that may be given to adolescents using the eatwell plate
- There is evidence of in-depth analysis
- At this level there must be analysis of all five food groups
- Quality of written communication is excellent. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is extremely well organised with a highest degree of clarity and coherence. There is extensive use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear. [15]

- 3 (a) Explain how the following factors may affect Debbie's energy requirements. (AO1, AO2)

Answers may address the following:

- Age – Debbie will need less energy than she did when she was younger as growth has stopped
- Gender – females tend to need less energy than men as they are usually smaller and have less muscle tissue

[1] For use of key words/phrase(s), [2] for full explanation.

(2 × [2])

[4]

- (b) Discuss how each of the following factors may influence Alex and Debbie's choices when food shopping for the family. (AO1, AO2, AO3)

Availability

Answers may address the following:

- Local shops that Alex and Debbie can access easily may have a limited range of foods available and this limits choice
- If they have access to a large supermarket, this will widen choices
- Some foods are available in amounts that may appeal to Alex and Debbie, e.g. family size packs and this will influence choice
- Seasonal availability influences price and choice

Labelling

Answers may address the following:

- The new label introduced June 2013 is colour-coded red, amber and green, and is designed to help consumers see ‘at a glance’ what is in their food
- The label also highlights ‘percentage reference intakes’ (formerly known as guideline daily amounts) to show how much fat, saturated fat, salt and sugars, and energy is in a food product
- Red means the food or drink is high in a particular nutrient that we should try to cut down on, eat less often or in small amounts
- Amber means medium, and if a food contains mostly amber you can eat it most of the time
- Green means low, and the more green lights a label displays the healthier the food choice
- The ingredients list can help people work out how healthy the product is or if it is a risk to their health, e.g. if they have a nut allergy
- Nutritional information on labels can help people choose between products, and keep a check on the amount of foods high in fat, salt and added sugars that they are eating
- Advertising labels, e.g. “meal for one” will influence choice
- Cooking instructions can attract people, e.g. microwaving is perceived as quick and easy
- Visually appealing to the family, e.g. bright coloured cartoon characters
- Ready meals cooking time
- How long the food will keep
- How the food should be stored

All other valid points will be given credit.

[1] For use of key words/phrase(s), [2] for adequate discussion, [3] for full discussion.

(2 × [3])

[6]

- (c) Discuss two dietary choices Alex could make to reduce his risk of heart disease. (AO1, AO2, AO3)

Answers may address two of the following:

Alex could choose –

- A diet high in monounsaturated fatty acids and low in saturated fats, e.g. oleic acid from olive oil, a large intake of fruit and vegetables as in Mediterranean diets
- Low fat dairy products, nuts, fruit and vegetables which are known to help reduce high blood pressure, a risk factor in CHD
- More foods containing potassium, e.g. bananas and some vegetables
- Calcium rich foods such as fortified cereals as calcium binds dietary fats and stops their absorption
- Foods containing vitamin E, e.g. sunflower seeds and oil which contain anti-oxidants which can lower the risk of developing coronary heart disease
- Snack on fresh fruit and vegetables and starchy foods
- To reduce salt intake to lower his blood pressure and reduce the risk of heart disease
- High-fibre diet (low in fat and saturated fat) as NSP reduces the re-absorption of bile acids and lowers plasma cholesterol
- To limit his alcohol intake – drinking too much alcohol will raise blood pressure and can lead to weight gain

- Soluble NSP helps to lower blood cholesterol levels

All other valid points will be given credit.

[1] For use of key phrase(s), [2] for adequate discussion, [3] for full discussion.

(2 × [3])

[6]

- (d) Identify one main source of fat in the diet. (AO1)

Answers may address one of the following:

- Full fat milk
- Savoury snacks
- Chocolate confectionery
- Meat
- Processed foods
- Baked products
- Seeds and nuts
- Fish oil

All other valid responses will be given credit.

(1 × [1])

[1]

- (e) Analyse the risks to health of eating excess fat. (AO1, AO2, AO3, AO4)

Answers may address the following

- Obesity – eating too much fat increases weight and causes obesity, which in turn raises the risk of serious health problems, such as Type 2 diabetes, high blood pressure, coronary heart disease, arthritis, mobility problems, some cancers, gallstones
- Elevated levels of circulating LDL cholesterol caused by eating a diet high in saturated fat increases the risk of heart disease
- Atherosclerosis is a condition that causes the walls of the arteries to thicken, constricts the flow of blood to the tissues, increasing the risk of heart attack and stroke
- Increased risk of cancer, for example, breast, stomach, bowel and pancreatic

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

- Displays limited knowledge of the risks to health of eating excess fats.
- Limited analysis/may list several examples.
- Quality of written communication is basic. The candidate makes a limited selection and use of 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

- Displays adequate knowledge of the risks to health of eating excess fats.
- Adequate analysis
- Quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing.

Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

AVAILABLE
MARKS

Level 3 ([7]–[9])

Overall impression: competent

- Displays good knowledge of the risks to health of eating excess fats.
- Competent analysis
- Quality of written communication is competent. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard to make meaning clear. [9]

- (f) Analyse the dietary advice the dietitian may give parents to reduce the risk of obesity in their children. (AO1, AO2, AO3, AO4)

Answers may address the following points:

- Aim for children to get most of their calories from healthier foods such as fruit and vegetables, and starchy foods like bread, potatoes, pasta and rice (preferably wholemeal)
- Children, just like adults, should aim to eat five or more portions of fruit and vegetables every day. They're a great source of vitamins, minerals and fibre
- Swap sweet drinks for water
- Build in regular healthy snacks so that the children are not overly hungry at the start of a meal, e.g. a parent could give them some sliced apple or carrot sticks while they are cooking dinner
- Cook an extra vegetable and serve this with the usual vegetable and a smaller portion of meat, fish or other main dish
- Serve a moderate portion of the main course on to each plate
- Try to avoid feeding children large portions. A good rule of thumb is to start meals with small servings and let the child ask for more if they are still hungry
- Don't insist that children clear their plates: children are much better at eating to meet their needs than adults, so if children consistently leave food on their plates, start giving them smaller servings
- Beware of high-calorie foods. Calories are a measure of the energy in food and knowing how many calories a child consumes each day and balancing that with the amount of energy they use up in activity will help them reach and stay at a healthy weight
- Limit the amount of takeaway foods consumed. Say no to 'supersizing' in fast-food restaurants – or just buy one larger portion to share
- Discourage children from having too many sugary or high-fat foods like sweets, cakes, biscuits, some sugary cereals and soft drinks. These foods and drinks tend to be high in calories and low in nutrients
- Make sure children eat breakfast to help kick start the day
- Encourage children to consume starchy foods as they have a high satiety value and help prevent unhealthy snacking

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

- Displays limited knowledge and understanding of the dietary advice the dietitian may give parents to reduce the risk of obesity in their children.
- Limited analysis/may list several examples of advice.
- Quality of written communication is basic. The candidate makes a limited selection and use of 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

- Displays adequate knowledge and understanding of the dietary advice the dietitian may give parents to reduce the risk of obesity in their children
- Adequate analysis.
- Answers which focus on only dietary advice and do not demonstrate/analyse how that advice reduces the risk of obesity cannot achieve beyond this level.
- Quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]–[9])

Overall impression: competent

- Displays good knowledge and understanding of the dietary advice the dietitian may give parents to reduce the risk of obesity in their children
- Competent analysis.
- Quality of written communication is competent. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard to make meaning clear.

Level 4 ([10]–[12])

Overall impression: highly competent

- Displays very good to excellent knowledge and understanding of the dietary advice the dietitian may give parents to reduce the risk of obesity in their children
- Highly competent analysis
- Quality of written communication is excellent. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is extremely well organised with a high degree of clarity and coherence. There is extensive use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear. [12]

Total

AVAILABLE
MARKS

38

100