



*Rewarding Learning*

**General Certificate of Education  
2011**

**Sports Science & Leisure**

**Unit AS 2: Health, Fitness and Lifestyle Management**

**SPECIMEN**

**Mark  
Scheme**

DRAFT

Describe four short term effects of alcohol on the body? (AO1,AO2)

Answers may address any four of the following points

1a) In the short term, alcohol can have the following effects:

- feeling relaxed and less inhibited
- reduced concentration
- slurred speech
- blurred vision
- Loss of balance
- clumsiness
- affected coordination and judgment
- aggressive behaviour
- the risk of accidents when operating cars or other machinery is increased
- the effect of alcohol and other drugs combined is unpredictable – mixing drugs can greatly increase the effect of all the drugs taken

All other valid points will be given credit

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

(4 x [1])

[4]

1b) Describe four long term physical effects of alcohol? (AO1, AO2)

- Brain damage – blackouts, memory loss, anxiety. Serious mental health problems.
- Cancer – second biggest risk factor for cancer of the mouth and throat
- Heart and Circulation – causes high blood pressure, increase risk of heart attack & stroke. - Weakens heart muscles and binge drinking causes irregular heart beat leading to sudden death.
- Lungs – more prone to lung infections
- Liver – cirrhosis of the liver, liver failure and death
- Stomach – Ulcers, internal bleeding, cancer

- Weight gain – alcohol high in calories
- Sexual health – lose your inhibitions & affect your judgement. Increase risk of STI

All other valid points will be given credit

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

(4 x [1])

[4]

c) Research clearly shows that alcohol is rising in the UK and falling in other European countries, discuss why this would happen? (AO1, AO2, AO3)

Answers may include any of the following points

- Different attitudes towards the way alcohol is consumed
- In UK statistics show that the bulk of alcohol consumption takes place unaccompanied by food.
- Cultural differences and tradition play a major role
- Tradition in European countries to drink wine
- Cultural changes in UK – beer and binge drinking on the increase.
- Alcohol related problems on the rise in UK and gap narrowed between UK and Europe.
- Access to alcohol and price “wars” – easily accessible
- Increase of different types of alco-pops and targeted towards young people
- Marketing and advertising
- Taxation levies and political issues

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 a limited knowledge of the rise of alcohol consumption in the UK compared to Europe.
- There is limited discussion present.
- 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 an adequate knowledge of the rise of alcohol consumption in UK compared to Europe.
- There is adequate discussion present
- Quality of written communication is adequate. 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 use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

#### Level 3 ([7]-[10])

Overall impression: competent

- Displays a good knowledge of the rise of alcohol consumption in the UK compared to Europe.
- There is competent discussion present.
- 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 extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [10]

2 (a) Suggest three important general safety points the clients should observe (AO2)

Answers may include any three of the following points:

- See GP first
- Wear suitable clothing/loose comfortable clothing
- Suitable footwear
- Use suitable equipment
- Warm up/cool down programmes
- Work within personal limits

All other valid points will be given credit

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

(3x [1])

[3]

(b) Explain why each of the safety points are important (AO2)

Answers may include any three of the following points:

- To find out if there are any underlying health reasons before starting exercise programme
- To minimise the risk to health/ensure safety to perform
- To prevent overheating/prevent dehydration/keep suitable body temperature
- Protection/support of feet
- Prevention of accidents
- Prevents muscle strains/similar injuries
- Prevent over exertion/injuries

All other valid points will be given credit

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

[1] for key phrase(s) [3] for full explanation

(1 x [3])

[3]

c) Explore ways in which a fitness instructor could obtain information from clients regarding their lifestyle habits. Discuss the advantages and disadvantages of your chosen method? (AO1,AO2) (10 marks)

- There are a variety of research methods which could be used to gather relevant information which can include – questionnaires
  - Interviews
  - Observations

The candidate must clearly explore and discuss the advantages and disadvantages:

Interviews – Participant can express their own views in their own words

- ADV
- Unexpected data may come out in the interview
  - The instructor can establish a rapport with the client

- DISADV
- time-consuming
  - the client can take the interview off in a number of directions
  - might not get the relevant information necessary
  - data analysis is difficult and it takes longer

QUESTIONNAIRES – people friendly if the form is designed correctly

- ADV
- the data are structured
  - it is quick and easy to use

- DISADV
- difficult to get questions that explore in depth
  - analysing is time consuming
  - questions can be too complex if the form is designed incorrectly

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 a limited knowledge of ways in which a fitness Instructor obtains information. Basic knowledge of research methods is demonstrated by the Candidate
- There is limited discussion regarding a suitable research method and the advantages and disadvantages.
- 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 an adequate knowledge of an appropriate research method showing a clear attempt to produce specific advantages and disadvantages.
- There is adequate discussion regarding the fitness Instructors use of Fitness Instructors' use of the research method to obtain relevant and useful information.
- Quality of written communication is adequate. 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 use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

## Level 3 ([7]-[10])

Overall impression: competent

- Displays a good knowledge detailing the appropriate research method and showing detailed application to how the Fitness Instructor would obtain the relevant information from clients
- There is competent discussion of the chosen research method and an organised response.
- 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 extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [10]

3a) Suggest and explain a healthy diet people should follow to lose weight?(AO1,AO2)

Answer may include any of the following information

- Energy equation, energy balance, calories intake/output
- Nutritional advice - % of carbohydrates, proteins, fats (examples given)
- Alternatives used low in salt, sugar, fat and amounts, reduce alcohol intake etc

- Changing diet habits – less junk food, convenience foods, fast food
- Correct balance needed and address proportion size to aid weight management

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 a limited knowledge of ways to improve diet and aid weight loss. The answer is limited to one or two general examples and shows limited awareness of the meaning of a balanced diet.
- There is limited discussion present regarding energy balance and the link between energy input/output.
- 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 ([3]-[5])

Overall impression: adequate

- Displays an adequate knowledge and understanding of the energy balance and the reduction of calorie intake/ and the increase of energy out. The Candidate provides recommendations to lose weight.
- There is adequate discussion present regarding the correct food to eat and portion control to aid weight management.
- Quality of written communication is adequate. 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 use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

#### Level 3 ([6]-[8])

Overall impression: competent

- Displays a good knowledge and understanding of the energy equation. Dietary advice is given and related to the need to consider healthy alternatives – reducing fat, salt and sugar.
- There is competent discussion which provides a range of recommendations – increase exercise levels, address lifestyle choices, alcohol intake, fast food, convenience foods.

- 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 extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [8]

3b) Discuss why exercise should be incorporated into a weight management programme? (AO1,AO2,AO3)

Answer may include any of the following information

- Exercise plays a major role in weight management - when exercising calories are expended, burning fat.
- The need to address lifestyle, following a balance diet, using healthy choices
- Type of exercise used e.g.: aerobic exercise, (FITT)
- Raising metabolism
- Burning calories
- Energy input/energy output
- Improved cardiovascular endurance (ability to do more as body gets fitter)

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 a limited knowledge giving a general outline of the benefits of regular exercise and how it can help individuals to lose weight.
- There is limited discussion present of why exercise should be incorporated into a weight management programme.
- 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 ([3]-[4])

Overall impression: adequate

- Displays an adequate knowledge of the role of exercise in aiding weight loss and toning the body and how the body burns 'calories' to provide energy.
- There is adequate discussion present of why exercise should be incorporated into a weight management programme.
- Quality of written communication is adequate. 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 use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

### Level 3 (5-6)

Overall impression: competent

- Displays a good knowledge of the role of exercise as a way of managing weight. The Candidate could provide examples of specific types of suitable exercise – aerobic endurance.
- There is competent discussion present of why exercise should be incorporated into a weight management programme.
- 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 extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [6]

c) Suggest how participating in regular exercise helps to prevent heart disease (AO1,AO2)

Answers may include any of the following points:

- Uses muscles/heart muscle
- Improves blood supply
- By causing contraction/relaxation/vasoconstriction/vasodilatation
- Arterial hardening prevented/maintains elasticity
- Prevents atherosclerosis/plaque formation
- Reduces hypertension
- Reference to reducing cholesterol levels
- Reducing body fat

- Lowers strain on circulatory system
- Stress reduction

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 a limited knowledge of how participating in regular exercise helps to prevent heart disease. The Candidate provides basic information regarding the benefits of aerobic exercise and the impact on the cardiovascular and respiratory systems.
- There is limited discussion present of how changes take place in the body, short term and long term.
- 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 ([3]-[4])

Overall impression: adequate

- Displays an adequate knowledge of how participating in regular exercise helps to prevent heart disease. The Candidate provides adequate information regarding the benefits of aerobic exercise and the impact on the cardio-respiratory system, physiological and psychological changes which occur.
- There is adequate discussion present of how changes take place in the body, both short term and long term.
- Quality of written communication is adequate. 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 use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

#### Level 3 ([5]-[7])

Overall impression: competent

- Displays a good knowledge of how participating in regular exercise helps to prevent heart disease. The Candidate provides detailed information regarding the benefits

of aerobic exercise and the impact on the cardiovascular and respiratory systems and the physiological and psychological changes which occurs.

- There is competent discussion present of how changes take place in the body, both short term and long term.
- 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 extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [7]

D) Evaluate the impact on society if individuals continue to lead unhealthy lifestyles? (AO1,AO2,AO3)

Answers may address some of the following points

- Increased risks of illness, disease, shorter life-expectancy and healthy life-expectancy
- Unhealthy lifestyle choices – excessive alcohol intake, binge drinking, smoking, high fat, high sugar and high salt diet.
- Impact on health leading to absence from work
- Relying on the welfare state
- Impact on the NHS
- Differences in socio-economic groups – food choices: cheaper processed food, Fresh food a more expensive choice, tendency to consume fast and cheap convenient foods.

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 a limited knowledge of individuals not following a healthy lifestyle. The Candidate may provide a basic answer which outlines the implications for people who do not follow a healthy lifestyle and mentions the increased risks of illness and disease and reduces life expectancy.

- There is limited evaluation present of the implications of individuals leading an unhealthy lifestyle, with little evidence to support their answer. Social implications are briefly mentioned.
- 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 an adequate knowledge of individuals not following a healthy lifestyle. The Candidate will provide a clear answer which evaluates the implications for society and the individuals and supports their answers with realistic evidence.
- There is adequate evaluation present of the implications leading an unhealthy lifestyle, with evidence provided for example reference made to recent statistics, published reports which show the impact of unhealthy lifestyles.
- Quality of written communication is adequate. 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 use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

#### Level 3 ([7]-[10])

Overall impression: competent

- Displays a good knowledge of individuals not following a healthy lifestyle. The Candidate provides a detailed evaluation of the implications for the individual and Society.
- There is competent evaluation present showing consideration to the difficulties faced by the poorest sections in society. Reliance on the welfare state and pressures put on the NHS and the cost of an unhealthy nation could be addressed.
- 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 extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [10]

4a) Explain what is meant by aerobic endurance and the beneficial effects this has on general fitness? (AO1,AO2)

Answers may include any of the following information

- Ability to take in and use Oxygen effectively for general fitness
- Good aerobic capacity
- Ability to keep going for a period of time – stamina
- Make day to day activities easier (with examples provided)
- More energy at end of day/in reserve

All other valid points will be given credit

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

[1] for key phrases [4] for full explanation

[4]

4b) Explain how training on a regular basis would lead to an improvement in aerobic endurance? (AO2)

Answers may address some of the following points

- More effective way to produce energy
- Respiration ( equation may be included) breaking down food, utilising glucose
- Carrying oxygen and nutrients to cells, aerobic capacity
- Effective gaseous exchange – Oxygen/ carbon dioxide
- Increase haemoglobin
- Size of heart, effective pump
- Beats per minute/more blood per stroke volume
- Respiratory muscles strong and efficient
- Resting pulse rate / recovery rate

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 a limited knowledge of how training on a regular basis would lead to an improvement in aerobic endurance.
- There is limited discussion present regarding the physiological changes which occur when exercising regularly.
- 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 ([3]-[4])

Overall impression: adequate

- Displays an adequate knowledge of how training on a regular basis would lead to an improvement in aerobic endurance.
- There is adequate discussion present regarding the physiological changes which occur when exercising regularly.
- Quality of written communication is adequate. 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 use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

### Level 3 ([5]-[6])

Overall impression: competent

- Displays a good knowledge of how training on a regular basis would lead to an improvement in aerobic endurance.
- There is competent discussion present regarding the physiological changes which occur when exercising regularly.
- 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 extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [6]

4c) Assess how social circumstances can have an impact on the choices made by individuals to try to improve their lifestyle. (AO1,AO2, AO3)

Answers may address some of the following points

- Affected by family influences, peer group and socio-economic status.
- The particular circumstances of the individual will affect any choices they make
- What individuals are use to or exposed to – ‘what is normal’ to them
- Cultural/traditional approach
- How much money is available
- What facilities are available/close by
- Encourage and guidance from others to improve

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 a limited knowledge of some of the social problems that have an impact on individuals choice of physical activity. Basic details are provided regarding social groupings which are likely to have an influence on the individual’s choice.
- There is limited discussion present regarding the family, peer group, ethnicity and economic circumstances.
- 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 an adequate knowledge of the social problems that have an impact on individuals choice of physical activity. Adequate details are provided regarding social groupings which are likely to have an influence on the individuals choice.
- There is adequate discussion present regarding the positive/negative influences of the family, peer pressure, ethnicity and economic status and how individuals may or may not participate in physical activities.
- Quality of written communication is adequate. 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 use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]-[10])

Overall impression: competent

- Displays a good knowledge of some of the social problems that have an impact on individuals choice of physical activity.
- There is competent discussion present the socio-economic circumstances which have an impact on the individuals' choices. There is a clear balance of positive and negative factors identified and a link to what is happening in parts of society.
- 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 extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [10]

DRAFT

5) Identify and review one Government Initiative you have researched which is aimed at improving the health of the Nation? (AO1,AO2,AO3) (10 marks)

The role of the UK government should be to provide the resources and funding to encourage improvements to the nation's health and well-being. There are a variety of initiatives which the candidates could identify, one being-

GP Referral Schemes – also known as exercise-on-prescription, with the aim of promoting a healthier lifestyle for individuals with certain medical conditions. With the ever-increasing number of patients suffering from chronic illnesses in the UK, the benefits of exercise in disease prevention and rehabilitation has become more and more prevalent.

Over the last 20 years there have been several government initiatives promoting activity for the population in attempts to improve the nation's health. Exercise referral sits within the wider context of increasing the activity levels of the population and within the current government's public health policy. The Health Departments of Wales, Scotland and Northern Ireland each have policies to promote physical activity. This is where the role of the government is being one of support and information, providing help, opportunities, resources and funding and helping the nation improve their health and make informed choices regarding their lifestyle.

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 a limited knowledge of the government initiative reviewed. Responses lack breadth and depth of understanding.
- There is limited discussion present of resources or funding from the government to encourage an improvement in the Nations' health. Simplistic statements with minimal examples will be given and responses may take the form of a series of statements.
- 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 an adequate knowledge of a chosen government initiative. The candidate makes clear links between various items of information showing candidates knowledge and understanding.
- There is adequate discussion present of the way the government initiative has improved the health of the Nation and this is evident from the information presented.
- Quality of written communication is adequate. 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 use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

## Level 3 (5-6)

Overall impression: competent

- Displays a good knowledge of the government initiative reviewed. There is comprehensive coverage of this chosen initiative and is clearly related to the improvement of the health of the Nation.
- There is competent discussion present of how this initiative is effective in aiding improvements in health and how the government provides funding and resources to make it viable.
- 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 extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[10]

**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION  
(GCSE)  
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)  
MARK SCHEMES (2013)**

**Foreword**

***Introduction***

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

***The Purpose of Mark Schemes***

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

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

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

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

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

## **Quality of Written Communication (QWC) in GCE Mark Schemes.**

The assessment of quality of written communication.

Marks are to be allocated to QWC in accordance with the following criteria.

### **Performance**

#### **Level Criteria Marks**

Threshold Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately. 0, 1

Intermediate Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility. 2, 3

High Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy; deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision. 4, 5

DRAFT