

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, should be attached to the assessed work of each candidate.

Unit Title	Promoting Health and Well-being	Unit Code	A913	Session	Jan / June	Year	2	0
Centre Name		Centre Number						
Candidate Name		Candidate Number						

Evidence: a profile based on the study of two different health and/or social care and/or early years services.

		Criteria		Teacher Comments	Mark	Page No.
1	<p>Identify the person on which the investigation will be based</p> <p>Produce a basic plan/checklist for the investigation; aims and objectives show limited understanding of the purpose of the investigation</p> <p>Evidence of limited planning of the information to be used, including sources of primary and/or secondary data which will have limited relevance to the context of the investigation</p> <p>In teamwork situations, the candidate has made limited contribution to the efforts of the team</p>	<p>Identify the person on which the investigation will be based</p> <p>Produce a sound plan/checklist for the investigation; aims and objectives show some understanding of the purpose of the investigation</p> <p>Evidence of some planning of the information to be used, including sources of primary and/or secondary data which will be mostly appropriate to the context of the investigation</p> <p>In teamwork situations, the candidate has made some contribution to the efforts of the team</p>	<p>Identify the person on which the investigation will be based</p> <p>Produce a comprehensive plan/checklist for the investigation; aims and objectives show sound understanding of the purpose of the investigation</p> <p>Evidence of comprehensive planning of the information to be used, including sources of primary and/or secondary data which will be appropriate to the context of the investigation</p> <p>In teamwork situations, the candidate has made a significant contribution to the efforts of the team</p>			
	[0 1 2 3]	[4 5 6]	[7 8]			

Criteria			Teacher Comments	Mark	Page No.
1	<p>A basic explanation of what is meant by health</p> <p>Plan and carry out research into the individual's health and well-being; limited understanding of the information required can be seen in the research carried out; in group work, the candidate's contribution to group work is minimal and requires considerable guidance in interpreting and presenting the information obtained</p> <p>A limited analysis of the physical, intellectual, emotional and social health and well-being of the individual</p> <p>[0 1 2 3]</p>	<p>A reasonable explanation of what is meant by health</p> <p>Plan and carry out research into the individual's health and well-being; some understanding of the information required can be seen in the research carried out; in group work, the candidate makes limited contributions to group work and requires guidance in interpreting and presenting the information obtained</p> <p>A sound analysis of the physical, intellectual, emotional and social health and well-being of the individual</p> <p>[4 5 6 7]</p>	<p>A comprehensive explanation of what is meant by health</p> <p>Plan and carry out research into the individual's health and well-being; clear understanding of the information required is reflected in the research carried out; in group work, the candidate makes thoughtful contributions to group work and requires minimal guidance in accurately interpreting and presenting the information obtained</p> <p>A detailed analysis of the physical, intellectual, emotional and social health and well-being of the individual</p> <p>[8 9 10]</p>		
2.1	<p>A basic explanation of features of individuals' lifestyles which could affect physical health</p> <p>Accurately calculate physical measures of health; use these measurements to carry out a limited analysis of variations from the norms</p> <p>[0 1 2]</p>	<p>A reasonable explanation of features of individuals' lifestyles which could affect physical health</p> <p>Accurately calculate physical measures of health; use these measurements to carry out a sound analysis of variations from the norms</p> <p>[3 4 5]</p>	<p>A detailed explanation of features of individuals' lifestyles which could affect physical health</p> <p>Accurately calculate physical measures of health; use these measurements to carry out a comprehensive analysis of variations from the norms</p> <p>[6 7 8]</p>		

	Criteria			Teacher Comments	Mark	Page No.
2.2	<p>Identify two needs for the health plan. Give a basic explanation of why these needs have been chosen</p> <p>Identify two targets for the individual and the possible impact on the physical measures of health</p> <p>A basic explanation of how the two targets address the individual's needs</p> <p>Produce a plan for an individual to maintain and/or improve their health</p> <p>[0 1 2 3 4]</p>	<p>Identify two needs for the health plan. Give a reasonable explanation of why these needs have been chosen</p> <p>Identify two targets for the individual and outline the possible impact on the physical measures of health</p> <p>A reasonable explanation of how the two targets address the individual's needs</p> <p>Produce a realistic plan for an individual to maintain and/or improve their health</p> <p>[5 6 7 8]</p>	<p>Identify two needs for the health plan. Give a comprehensive explanation of why these needs have been chosen</p> <p>Identify two targets for the individual and describe in detail the possible impact on the physical measures of health</p> <p>A comprehensive explanation of how the two targets address the individual's needs</p> <p>Produce a realistic and comprehensive plan for an individual to maintain and/or improve their health</p> <p>[9 10 11 12]</p>			
2.3	<p>A basic explanation of possible risks to the health and well-being of the individual</p> <p>A limited analysis of how the risks may damage the health of the individual in the short and long term</p> <p>A basic explanation of the differences between the individual's state of health and recommended norms</p> <p>A limited analysis of factors that have positively affected the health and well-being of the individual</p> <p>A basic explanation of the ways the factors could interrelate to positively affect the health and well-being of the individual</p> <p>[0 1 2 3 4]</p>	<p>A reasonable explanation of possible risks to the health and well-being of the individual</p> <p>A sound analysis of how the risks may damage the health of the individual in the short and long term</p> <p>A reasonable explanation of the differences between the individual's state of health and recommended norms</p> <p>A sound analysis of factors that have positively affected the health and well-being of the individual</p> <p>A reasonable explanation of the ways the factors could interrelate to positively affect the health and well-being of the individual</p> <p>[5 6 7 8]</p>	<p>A comprehensive explanation of possible risks to the health and well-being of the individual</p> <p>A detailed analysis of how the risks may damage the health of the individual in the short and long term</p> <p>A comprehensive explanation of the differences between the individual's state of health and recommended norms</p> <p>A detailed analysis of factors that have positively affected the health and well-being of the individual</p> <p>A comprehensive explanation of the ways the factors could interrelate to positively affect the health and well-being of the individual</p> <p>[9 10 11 12]</p>			

Criteria			Teacher Comments	Mark	Page No.
A basic explanation of why the plan is relevant for the individual	A reasonable explanation of why the plan is relevant for the individual	A comprehensive explanation of why the plan is relevant for the individual			
<p>3</p> <p>A limited analysis of the difficulties that may be encountered by the individual following and/or achieving the plan; a basic explanation of how they could be supported</p> <p>Draw conclusions about the physical, intellectual, emotional and social effects the plan may have on the individual</p> <p>Reflect on the plan/checklist to produce a basic evaluation of the effectiveness of the investigation; the aims and objectives are referred to</p> <p>Recommendations for future investigations are limited and show basic understanding of their own performance</p> <p>A basic bibliography will be included</p> <p style="text-align: right;">[0 1 2 3]</p>	<p>A sound analysis of the difficulties that may be encountered by the individual following and/or achieving the plan; a reasonable explanation of how they could be supported</p> <p>Draw realistic conclusions about the physical, intellectual, emotional and social effects the plan may have on the individual</p> <p>Reflect on the plan/checklist to produce a sound evaluation of the effectiveness of the investigation; the aims and objectives are referred to, with some attempt to use these as a measuring tool</p> <p>Recommendations for future investigations are sound and show some understanding of their own performance</p> <p>A detailed bibliography will be included which reflects sources of information referred to in the body of the evidence</p> <p style="text-align: right;">[4 5 6 7]</p>	<p>A detailed analysis of the difficulties that may be encountered by the individual following and/or achieving the plan; a comprehensive explanation of how they could be supported</p> <p>Draw realistic and comprehensive conclusions about the physical, intellectual, emotional and social effects the plan may have on the individual</p> <p>Reflect on the plan/checklist to produce a comprehensive evaluation of the effectiveness of the investigation; the aims and objectives are used as a measuring tool</p> <p>Recommendations for future investigations are detailed and show sound understanding of their own performance</p> <p>The bibliography will be comprehensive and reflect sources of information referred to throughout the body of the evidence</p> <p style="text-align: right;">[8 9 10]</p>			
			Total/60		
If this work is a re-sit, please tick			Session and Year of previous submission	Jan / June	2 0
			Please tick to indicate this work has been standardised internally		

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website (www.ocr.org.uk).
A completed Centre Authentication form CCS160 **must** accompany the MS1 when it is sent to the moderator.

Guidance on Completion of this Form

- 1 One sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.