

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.

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

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

		<b>Criteria</b>		<b>Teacher Comments</b>	<b>Mark</b>	<b>Page No.</b>
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 health promotion plan. Aims and objectives may be unrealistic.</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.</p> <p>In teamwork situations, the candidate has made limited contribution to the efforts of the team.</p> <p style="text-align: right;"><b>[0 1 2 3]</b></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 health promotion plan. Most aims and objectives are realistic.</p> <p>Evidence of some planning of the information to be used, including sources of primary and/or secondary data which will have some relevance to the context.</p> <p>In teamwork situations, the candidate has made some contribution to the efforts of the team.</p> <p style="text-align: right;"><b>[4 5 6]</b></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 in-depth understanding of the purpose of the health promotion plan. Aims and objectives are realistic and achievable within the timeframe given.</p> <p>Evidence of comprehensive planning of the information to be used, including sources of primary and/or secondary data which will be relevant to the context.</p> <p>In teamwork situations, the candidate has made a significant and valued contribution to the efforts of the team.</p> <p style="text-align: right;"><b>[7 8]</b></p>			

		Criteria		Teacher Comments	Mark	Page No.
2	<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; considerable guidance needed 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><b>[0 1 2 3]</b></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; some guidance needed 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><b>[4 5 6 7]</b></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 can be seen in the research carried out; minimal guidance needed in interpreting and presenting the information obtained.</p> <p>A comprehensive analysis of the physical, intellectual, emotional and social health and well-being of the individual.</p> <p><b>[8 9 10]</b></p>			
3	<p>A basic explanation of factors of the individual's lifestyle which could affect physical health.</p> <p>Accurately calculate <b>two</b> physical measures of health; use these measurements to carry out a limited analysis of variations from the norms; there is limited consideration of the individual's age, sex and lifestyle.</p> <p><b>[0 1 2]</b></p>	<p>A sound explanation of factors of the individual's lifestyle which could affect physical health.</p> <p>Accurately calculate <b>two</b> physical measures of health; use these measurements to carry out a sound analysis of variations from the norms; there is some consideration of the individual's age, sex and lifestyle.</p> <p><b>[3 4 5]</b></p>	<p>A detailed explanation of factors of the individual's lifestyle which could affect physical health.</p> <p>Accurately calculate <b>two</b> physical measures of health; use these measurements to carry out a comprehensive analysis of variations from the norms; there is detailed consideration of the individual's age, sex and lifestyle.</p> <p><b>[6 7 8]</b></p>			

	Criteria			Teacher Comments	Mark	Page No.
4	<p>Identify <b>two</b> needs for the health plan; a basic explanation of why these needs have been chosen is given.</p> <p>Identify two targets for the individuals; candidates give a basic description of the possible impact on the physical measures of health.</p> <p>A basic plan for an individual to maintain and/or improve their health is produced.</p> <p>[0 1 2 3 4]</p>	<p>Identify <b>two</b> needs for the health plan; a reasonable explanation of why these needs have been chosen is given.</p> <p>Identify two targets for the individuals; candidates give a sound description of the possible impact on the physical measures of health.</p> <p>A detailed plan for an individual to maintain and/or improve their health is produced.</p> <p>[5 6 7 8]</p>	<p>Identify <b>two</b> needs for the health plan; a comprehensive explanation of why these needs have been chosen is given.</p> <p>Identify two targets for the individuals; candidates give a detailed description of the possible impact on the physical measures of health.</p> <p>A realistic and comprehensive plan for an individual to maintain and/or improve their health is produced.</p> <p>[9 10 11 12]</p>			
5	<p>Identify <b>two</b> risks; a limited analysis of how the risks may damage the health of the individual in the short and long term is given.</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>Identify <b>two</b> risks; a sound analysis of how the risks may damage the health of the individual in the short and long term is given.</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>Identify <b>two</b> risks; a comprehensive analysis of how the risks may damage the health of the individual in the short and long term is given.</p> <p>A comprehensive 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.
6	Criteria	Criteria			
6	<p>A limited description 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 basic conclusions about the physical, intellectual, emotional and social effects the plan may have on the individual.</p> <p>A basic evaluation of the effectiveness of the plan/checklist in meeting the aims and objectives.</p> <p>Recommendations for future investigations are limited and/or unrealistic.</p> <p>A basic bibliography will be included.</p> <p style="text-align: right;"><b>[0 1 2 3]</b></p>	<p>A sound description 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>A sound evaluation of the effectiveness of the plan/checklist in meeting the aims and objectives.</p> <p>Recommendations for future investigations are sound and mostly realistic.</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;"><b>[4 5 6 7]</b></p>	<p>A detailed description 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>A comprehensive evaluation of the effectiveness of the plan/checklist in meeting the aims and objectives.</p> <p>Recommendations for future investigations are detailed and realistic.</p> <p>The bibliography will be comprehensive and reflect sources of information referred to throughout the body of the evidence. Candidates will comment on how they used the source and how useful that source was.</p> <p style="text-align: right;"><b>[8 9 10]</b></p>		
			<b>Total/60</b>		
If this work is a re-sit, please tick		Session and Year of previous submission	Jan / June	<b>2 0</b>	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](http://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.