

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	Understanding body systems and disorders				Unit Code	R023	Session	Jan / June	Year	2 0
Centre Name							Centre Number			
Candidate Name							Candidate Number			
Criteria							Teacher Comments		Mark	Page No.
LO1: Know how body systems work ¹										
MB1: 1 - 3 marks		MB2: 4 - 6 marks		MB3: 7 - 8 marks						
Demonstrates basic knowledge of how the cardiovascular system works. Provides basic information to illustrate the structure of the cardiovascular system making few links between structure and function. Provides a basic description of the system functionality making limited use of terminology but demonstrating a basic understanding.		Demonstrates sound knowledge of how the cardiovascular system works. Provides clear information to illustrate the structure of the cardiovascular system making some links between structure and function. Provides a clear description of the system functionality, making some effective use of terminology and demonstrating a sound understanding.		Demonstrates detailed knowledge of how the cardiovascular system works. Provides detailed and coherent information to illustrate the structure of the cardiovascular system making many links between structure and function. Provides a comprehensive description of the system functionality, effectively using terminology which demonstrates a clear and thorough understanding.						
[1 2 3]		[4 5 6]		[7 8]						

MB1: 1 - 3 marks	MB2: 4 - 6 marks	MB3: 7 - 8 marks	Teacher Comments	Mark	Page No.
<p>Demonstrates basic knowledge of how the respiratory system works. Provides basic information to illustrate the structure of the respiratory system making few links between structure and function. Provides a basic description of the system functionality making limited use of terminology but demonstrating a basic understanding.</p> <p style="text-align: right;">[1 2 3]</p>	<p>Demonstrates sound knowledge of how the respiratory system works. Provides clear information to illustrate the structure of the respiratory system making some links between structure and function. Provides a clear description of the system functionality, making some effective use of terminology and demonstrating a sound understanding.</p> <p style="text-align: right;">[4 5 6]</p>	<p>Demonstrates detailed knowledge of how the respiratory system works. Provides clear and coherent information to illustrate the structure of the respiratory system making many links between structure and function. Provides a comprehensive description of the system functionality, effectively using terminology which demonstrates a clear and thorough understanding.</p> <p style="text-align: right;">[7 8]</p>			
MB1: 1 - 3 marks	MB2: 4 - 6 marks	MB3: 7 - 8 marks			
<p>Demonstrates basic knowledge of how the digestive system works. Provides basic information to illustrate the structure of the digestive system making few links between structure and function. Provides a basic description of the system functionality making limited use of terminology but demonstrating a basic understanding.</p> <p style="text-align: right;">[1 2 3]</p>	<p>Demonstrates sound knowledge of how the digestive system works. Provides clear information to illustrate the structure of the digestive system making some links between structure and function. Provides a clear description of the system functionality, making some effective use of terminology and demonstrating a sound understanding.</p> <p style="text-align: right;">[4 5 6]</p>	<p>Demonstrates detailed knowledge of how the digestive system works. Provides detailed and coherent information to illustrate the structure of the digestive system making many links between structure and function. Provides a comprehensive description of the system functionality, effectively using terminology which demonstrates a clear and thorough understanding.</p> <p style="text-align: right;">[7 8]</p>			

Criteria			Teacher Comments	Mark	Page No.
LO2: Understand disorders that affect body systems ¹					
MB1: 1 - 3 marks	MB2: 4 – 5 marks	MB3: 6 - 7 marks			
<p>Provides a basic list of the symptoms for disorders associated with the cardiovascular system giving basic reasons for some of the symptoms.</p> <p>Provides a basic list of the methods of diagnosis.</p> <p>There may be few, if any, links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;">[1 2 3]</p>	<p>Provides a sound description of the symptoms for disorders associated with the cardiovascular system giving reasons for many of the symptoms.</p> <p>Provides a sound list of the methods of diagnosis.</p> <p>There may be some links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;">[4 5]</p>	<p>Provides a detailed description of the symptoms of disorders associated with the cardiovascular system, giving detailed reasons for most of the symptoms.</p> <p>Provides a comprehensive list of the methods of diagnosis.</p> <p>There are likely to be links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;">[6 7]</p>			

MB1: 1 - 3 marks	MB2: 4 – 5 marks	MB3: 6 - 7 marks	Teacher Comments	Mark	Page No.
<p>Provides a basic list of the symptoms for disorders associated with the respiratory system giving basic reasons for some of the symptoms.</p> <p>Provides a basic list of the methods of diagnosis.</p> <p>There may be few, if any, links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;">[1 2 3]</p>	<p>Provides a sound description of the symptoms for disorders associated with the respiratory system giving reasons for many of the symptoms.</p> <p>Provides a sound list of the methods of diagnosis.</p> <p>There may be some links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;">[4 5]</p>	<p>Provides a detailed description of the symptoms of disorders associated with the respiratory system, giving detailed reasons for most of the symptoms.</p> <p>Provides a comprehensive list of the methods of diagnosis.</p> <p>There are likely to be links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;">[6 7]</p>			

MB1: 1 - 3 marks	MB2: 4 – 5 marks	MB3: 6 - 7 marks	Teacher Comments	Mark	Page No.
<p>Provides a basic list of the symptoms for disorders associated with the digestive system giving basic reasons for some of the symptoms.</p> <p>Provides a basic list of the methods of diagnosis.</p> <p>There may be few, if any, links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;">[1 2 3]</p>	<p>Provides a sound description of the symptoms for disorders associated with the digestive system giving reasons for many of the symptoms.</p> <p>Provides a sound list of the methods of diagnosis.</p> <p>There may be some links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;">[4 5]</p>	<p>Provides a detailed description of the symptoms of disorders associated with the digestive system, giving detailed reasons for most of the symptoms.</p> <p>Provides a comprehensive list of the methods of diagnosis.</p> <p>There are likely to be links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;">[6 7]</p>			

Criteria					Teacher Comments	Mark	Page No.	
LO3: Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems								
MB1: 1 - 6 marks		MB2: 7 – 11 marks		MB3: 12 - 15 marks				
Demonstrates limited confidence in measuring body rates. A limited interpretation of data obtained from measuring body rates and comparing against the norms making limited reference to the functioning of healthy body systems. There will be some errors in spelling, punctuation and grammar. Draws upon limited skills/knowledge/understanding from other units in the specification.		Demonstrates some confidence in measuring body rates. A reasonable interpretation of data obtained from measuring body rates and comparing against the norms making some reference to the functioning of healthy body systems. There will be minor errors in spelling, punctuation and grammar. Draws upon some relevant skills/knowledge/understanding from other units in the specification.		Demonstrates confidence and competency measuring body rates. A thorough interpretation of data obtained from measuring body rates and comparing against the norms making detailed reference to the functioning of healthy body systems. There will be few , if any, errors in spelling, punctuation and grammar. Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.				
[1 2 3 4 5 6]		[7 8 9 10 11]		[12 13 14 15]				
					Total/			
If this 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).

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.