

# Health and Social Care

OCR J811/J821 Unit R029 Level 1/Level 2

Cambridge Nationals Certificate/Diploma in Health and Social Care

Unit Recording Sheet

| Please read the instructions printed at the end of this form. <b>One</b> of these sheets, suitably completed, should be attached to the assessed work of <b>each</b> candidate.                          |   |   |  |   |                  |             |                         |            |             |            |  |
|--|---|---|--|---|------------------|-------------|-------------------------|------------|-------------|------------|--|
| <b>Unit Title</b>  | <b>Understanding the nutrients needed for good health</b> |   |  |   | <b>Unit Code</b> | <b>R029</b> | <b>Session</b>          | Jan / June | <b>Year</b> | <b>2 0</b> |  |
| <b>Centre Name</b>   |   |   |  |   |                  |             | <b>Centre Number</b>    |            |             |            |  |
| <b>Candidate Name</b>  |   |   |  |   |                  |             | <b>Candidate Number</b> |            |             |            |  |
| Criteria   |   |   |  |   |                  |             | Teacher Comments        |            | Mark        | Page No.   |  |
| <b>LO1: Know the dietary needs of individuals in each life stage <sup>1</sup></b>  |   |   |  |   |                  |             |                         |            |             |            |  |
| <b>MB1: 1 - 3 marks</b>  |   | <b>MB2: 4 - 6 marks</b>   |  | <b>MB3: 7 - 9 marks</b>   |                  |             |                         |            |             |            |  |
| Demonstrates <b>basic</b> knowledge of the nutritional requirements of the different life stages (young people, adults and older people) with <b>limited</b> reference to the function of each nutrient. |   | Demonstrates <b>sound</b> knowledge of the nutritional requirements of the different life stages (young people, adults and older people) with <b>detailed</b> reference to the function of each nutrient. |  | Demonstrates <b>thorough</b> knowledge of the nutritional requirements of the different life stages (young people, adults and older people) with <b>comprehensive</b> reference to the function of each nutrient. |                  |             |                         |            |             |            |  |
| <b>[1 2 3]</b>   |   | <b>[4 5 6]</b>  |  | <b>[7 8 9]</b>  |                  |             |                         |            |             |            |  |
| <b>MB1: 1 - 4 marks</b>  |   | <b>MB2: 5 - 8 marks</b>   |  | <b>MB3: 9 - 11 marks</b>  |                  |             |                         |            |             |            |  |
| Provides a <b>limited</b> description of government guidelines and dietary requirements.   |   | Provides a <b>detailed</b> description of government guidelines and dietary requirements.   |  | Provides a <b>thorough</b> description of government guidelines and dietary requirements.   |                  |             |                         |            |             |            |  |
| There will be <b>some</b> errors in spelling, punctuation and grammar.   |   | There will be <b>minor</b> errors in spelling, punctuation and grammar.   |  | There will be <b>few</b> , if any, errors in spelling, punctuation and grammar.   |                  |             |                         |            |             |            |  |
| <b>[1 2 3 4]</b>   |   | <b>[5 6 7 8]</b>  |  | <b>[9 10 11]</b>  |                  |             |                         |            |             |            |  |

| Criteria  |  |   | Teacher Comments | Mark | Page No. |
|---|--|---|------------------|------|----------|
| <b>LO2: Be able to create dietary plans for specific dietary needs <sup>2</sup></b>   |  |   |                  |      |          |
| <b>MB1: 1 - 4 marks</b>   | <b>MB2: 5 - 7 marks</b>  | <b>MB3: 8 - 10 marks</b>  |                  |      |          |
| Makes <b>limited</b> references to the factors that influence diet.<br><br>Creates a <b>basic</b> dietary plan that enables the learner to <b>partly</b> meet the needs of individuals.<br><br><b>[1 2 3 4]</b>   | Makes <b>detailed</b> references to the factors that influence diet.<br><br>Creates a <b>sound</b> dietary plan that enables the learner to <b>mostly</b> meet the needs of individuals.<br><br><b>[5 6 7]</b>   | Makes <b>thorough</b> references to the factors that influence diet.<br><br>Creates a <b>detailed</b> dietary plan that enables the learner to <b>fully</b> meet the needs of individuals.<br><br><b>[8 9 10]</b>   |                  |      |          |
| <b>MB1: 1 - 4 marks</b>   | <b>MB2: 5 - 7 marks</b>  | <b>MB3: 8 - 10 marks</b>  |                  |      |          |
| The plan includes <b>basic</b> information on how it reflects the needs of the individual and their conditions, and how it can address their conditions and symptoms.<br><br>It shows <b>basic</b> understanding of the importance of nutrients and their functions to the individual and <b>limited</b> reference to the main nutrients required in the diet and sources described in a <b>basic</b> way. There is <b>some</b> understanding of the importance of a balanced diet.<br><br>Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification<br><br><b>[1 2 3 4]</b> | The plan includes <b>clear</b> information on how it reflects the needs of the individual and their conditions, and how it can address their conditions and symptoms.<br><br>It shows a <b>sound</b> understanding of the importance of nutrients and their functions to the individuals and <b>some</b> relevant references to the main nutrients required in the diet and sources described in a <b>clear</b> manner. There is <b>clear</b> understanding of the importance of a balanced diet.<br><br>Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.<br><br><b>[5 6 7]</b> | The plan includes <b>detailed</b> information on how it reflects the needs of the individual and their conditions, and how diet and food choices can address their conditions and symptoms.<br><br>It shows a <b>thorough</b> understanding of the importance of nutrients and their functions to the individual and <b>many</b> relevant references to the main nutrients required in the diet and sources described in a <b>detailed and coherent</b> manner. There is <b>detailed</b> information of how to achieve a balanced diet.<br><br><b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.<br><br><b>[8 9 10]</b> |                  |      |          |

| Criteria   |  |  |  | Teacher Comments   | Mark       | Page No.   |
|--|--|--|--|--|------------|--|
| <b>LO3: Be able to produce nutritional meals for specific dietary requirements<sup>3</sup></b>   |  |  |  |  |            |  |
| <b>MB1: 1 - 4 marks</b>  |  | <b>MB2: 5 - 7 marks</b>  |  |  |            |  |
| Selection of ingredients demonstrates <b>basic</b> consideration of dietary requirements and nutritional value.<br><br>Carries out a <b>basic</b> analysis of the meal, with <b>limited</b> reference to government dietary guidelines and meeting the specific dietary needs of the individual.<br><br><div style="text-align: right;"><b>[1 2 3 4]</b></div> |  | Selection of ingredients demonstrates <b>some</b> consideration of dietary requirements and nutritional value.<br><br>Carries out a <b>detailed</b> analysis of the meal with <b>some</b> reference to government dietary guidelines and meeting the specific dietary needs of the individual.<br><br><div style="text-align: right;"><b>[5 6 7]</b></div> |  | Selection of ingredients demonstrates <b>thorough</b> consideration of dietary requirements and nutritional value.<br><br>Carries out a <b>thorough</b> analysis of the meal with <b>comprehensive</b> reference to government dietary guidelines and meeting the specific dietary needs of the individual.<br><br><div style="text-align: right;"><b>[8 9 10]</b></div> |            |  |
| <b>MB1: 1 - 4 marks</b>  |  | <b>MB2: 5 - 7 marks</b>  |  |  |            |  |
| Creates a meal with <b>some</b> support and guidance which meets a <b>few</b> of the dietary needs of the individual.<br><br>Follows hygiene and safe food preparation procedures with <b>some</b> support.<br><br><div style="text-align: right;"><b>[1 2 3 4]</b></div>  |  | Creates a meal with <b>minimal</b> support and guidance which meets <b>some</b> of the dietary needs of the individual.<br><br>Follows hygiene and safe food preparation procedures with <b>minimal</b> support.<br><br><div style="text-align: right;"><b>[5 6 7]</b></div>   |  | Creates a meal <b>independently</b> which meets <b>most</b> of the dietary needs of the individual.<br><br>Consistently and effectively follows hygiene and safe food preparation procedures <b>independently</b> .<br><br><div style="text-align: right;"><b>[8 9 10]</b></div>   |            |  |
| <b>Total/60</b>  |  |  |  |  |            |  |
| If this 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)).

### 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.