

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 | June | Year | 2 | 0 | | |
| Centre Name | | | | | | | Centre Number | | | | | |
| Candidate Name | | | | | | | Candidate Number | | | | | |
| Task One: Preparation | | | | | | Teacher Comments | | | Mark | Page No. | | |
| Identify the person on which the investigation will be based. | | | | | | | | | | | | |
| MB1: 0 - 3 | | | MB2: 4 - 6 | | | MB3: 7 - 8 | | | | | | |
| A plan/checklist is produced for the investigation; aims and objectives show limited understanding of the purpose of the investigation. | | | A detailed plan/checklist is produced for the investigation; aims and objectives show understanding of the purpose of the investigation. | | | A comprehensive plan/checklist is produced for the investigation; aims and objectives show thorough understanding of the purpose of the investigation. | | | | | | |
| Evidence of limited planning of the information to be used, includes some primary sources and/or secondary data which will have limited relevance to the context of the investigation. | | | Evidence of some planning of the information to be used, includes primary sources and secondary data which will be mostly relevant to the context of the investigation. | | | Evidence of comprehensive planning of the information to be used, includes primary sources and secondary data which will be relevant to the context of the investigation. | | | | | | |
| [0 1 2 3] | | | [4 5 6] | | | [7 8] | | | | | | |

| Task Two: What is health? | | | Teacher Comments | Mark | Page No. |
|---|--|--|------------------|------|----------|
| MB1: 0 - 3 | MB2: 4 - 6 | MB3: 7 - 8 | | | |
| Limited research to assess the individual's current state of physical, intellectual, emotional and social health, and the individual's understanding of their own health. A basic analysis of how ideas about health and well-being have changed over time. A basic description of how different cultures have different ideas about health and well-being. [0 1 2 3] | Detailed research to assess the individual's current state of physical, intellectual, emotional and social health, and the individual's understanding of their own health. A detailed analysis of how ideas about health and well-being have changed over time. A detailed description of how different cultures have different ideas about health and well-being. [4 5 6] | Comprehensive research to assess the individual's current state of physical, intellectual, emotional and social health, and the individual's understanding of their own health. A comprehensive analysis of how ideas about health and well-being have changed over time. A thorough description of how different cultures have different ideas about health and well-being. [7 8] | | | |
| Task Three: Analysis of Health | | | Teacher Comments | Mark | Page No. |
| MB1: 0 - 2 | MB2: 3 - 5 | MB3: 6 - 8 | | | |
| Accurately calculate two physical measures of health; limited interpretation of the results is evident. A basic analysis of the chosen individual's health that makes limited reference to the information gathered in Tasks 2 and 3. [0 1 2] | Accurately calculate two physical measures of health; detailed interpretation of the results is evident. A detailed analysis of the chosen individual's health that makes detailed reference to the information gathered in Tasks 2 and 3. [3 4 5] | Accurately calculate two physical measures of health; comprehensive interpretation of the results is evident. A comprehensive analysis of the chosen individual's health that makes significant reference to the information gathered in Tasks 2 and 3. [6 7 8] | | | |

| Task Four: Factors that affect development | | | Teacher Comments | Mark | Page No. |
|---|--|---|-------------------------|-------------|-----------------|
| MB1: 0 - 4 | MB2: 5 - 8 | MB3: 9 - 12 | | | |
| A basic description of factors that have positively influenced and contributed to the individual's development. | A detailed description of factors that have positively influenced and contributed to the individual's development. | A thorough description of factors that have positively influenced and contributed to the individual's development. | | | |
| A limited analysis of how the risks may damage the health of the individual in the short and long term and impact on the wider society. | A detailed analysis of how the risks may damage the health of the individual in the short and long term and impact on the wider society. | A comprehensive analysis of how the risks may damage the health of the individual in the short and long term and impact on the wider society. | | | |
| A basic explanation how crime/economic factors could affect the health & well-being of individual. | A detailed explanation how crime/economic factors could affect the health & well-being of individual. | A comprehensive explanation how crime/economic factors could affect the health & well-being of individual. | | | |
| [0 1 2 3 4] | [5 6 7 8] | [9 10 11 12] | | | |
| Task Five: Personalised health plan (PHP) | | | Teacher Comments | Mark | Page No. |
| MB1: 0 - 4 | MB2: 5 - 8 | MB3: 9 - 12 | | | |
| A basic explanation of why physical assessment and target setting is an important part of the PHP. | A detailed explanation of why physical assessment and target setting is an important part of the PHP. | A thorough explanation of why physical assessment and target setting is an important part of the PHP. | | | |
| A basic PHP that the individual could use to maintain and/or improve their health; it may be partially realistic. | A detailed PHP that the individual could use to maintain and/or improve their health; it will be realistic. | A realistic and comprehensive PHP that the individual could use to maintain and/or improve their health. | | | |
| Limited evaluation of two types of health promotion material. | Detailed evaluation of two types of health promotion material. | Comprehensive evaluation of two types of health promotion material. | | | |
| [0 1 2 3 4] | [5 6 7 8] | [9 10 11 12] | | | |

| Task Six: Conclusions | | | | | Teacher Comments | Mark | Page No. |
|--|--|---|------------|---|------------------|--|----------|
| MB1: 0 - 4 | | MB2: 5 - 8 | | MB3: 9 - 12 | | | |
| <p>Draws limited conclusions about the physical, intellectual, emotional and social effects the PHP may have on the chosen individual.</p> <p>A limited description of the difficulties that may be encountered by the individual following and/or achieving the PHP.</p> <p>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 4]</p> | | <p>Draws realistic conclusions about the physical, intellectual, emotional and social effects the PHP may have on the chosen individual.</p> <p>A detailed description of the difficulties that may be encountered by the individual following and/or achieving the PHP.</p> <p>A detailed 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 detailed 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;">[5 6 7 8]</p> | | <p>Draws realistic and comprehensive conclusions about the physical, intellectual, emotional and social effects the PHP may have on the chosen individual.</p> <p>A thorough description of the difficulties that may be encountered by the individual following and achieving the PHP.</p> <p>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 comprehensive and show detailed 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. Candidates will comment on how they used the source and how useful that source was.</p> <p style="text-align: right;">[9 10 11 12]</p> | | | |
| 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.