

**OCR GCSE Physical Education: Unit B452 Analysing Lifestyle assessment grid**

Criteria	Level 1				Level 2				Level 3				Level 4				Level 5			
<b>Understanding of lifestyle components, and of the impact which they can have on a person's health and involvement in physical activity</b>	- detailed understanding - range of lifestyle components covered - relevant to the person being analysed				- good understanding - range of lifestyle components covered - relevant to the person being analysed				- sound understanding of some lifestyle components				- basic understanding of some lifestyle components				- identifies some lifestyle components			
<b>Analysis of the data/research collected</b>	- comprehensive - relevant - demonstrates a high level of knowledge				- relevant - demonstrates a good level of knowledge				- of some relevance - demonstrates a sound level of knowledge				- some analysis attempted				- little or no analysis of the data collected			
<b>Judgement about the lifestyle analysed and what they would aim to improve about it</b>	- accurate judgement based on analysis done - justifies what they would improve and why				- accurate judgement based on analysis done - some justification of what they would improve and why				- judgement made but may not relate closely to the data collected (& would therefore lack justification)				- a basic judgement is made				- some limited statements about the lifestyle may be made, but a judgement may not be reached			
<b>Action plan &amp; criteria for measuring its effectiveness/ Improvement if implemented</b>	- detailed - appropriate for targeted improvement(s) - high standard of knowledge of how they would measure effectiveness - this aspect has been considered in the design of the action plan				- appropriate for targeted improvement(s) - good standard of knowledge of how they would measure effectiveness				- an action plan is produced - is of some relevance to the targeted improvement(s) - some knowledge of how they would measure the action plan's effectiveness is shown				- basic suggestions on how to improve targeted area(s) made without necessarily producing a coherent action plan - few or no suggestions as to how to measure effectiveness/ improvement				- may make limited suggestions about what to improve about the lifestyle - does not address how this could be done or measured			
<b>Mark awarded</b>	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Comments:**

### **Guidance on the use of this assessment grid**

- In general, a 'best-fit' approach should be taken; therefore you should consider at which level each aspect of the criteria is most applicable to the work being assessed; although we have not broken the task down into a prescribed number of marks for each section, clearly some aspects are fundamental to the success of the piece of work and some professional judgement needs to be used.
- For example, if the introductory section showing understanding of different lifestyle components relevant to the person being analysed is in Level 1, as is the last section showing knowledge of how to measure improvement, but the actual data/research analysis, judgement on lifestyle and action plan are all in Level 5, then it would end up somewhere in Level 4.
- An assessment grid should be used for each candidates work and for those candidates moderated the grid should be enclosed with the work sent to the moderator.