

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>The body's response to physical activity</b>				<b>Unit Code</b>	<b>R043</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>				
<b>Criteria</b>							<b>Teacher Comments</b>		<b>Mark</b>	<b>Page No.</b>	
<b>LO1: Know the key components of the musculo-skeletal and cadio-respiratory systems, their functions and roles</b>											
<b>MB1: 1 – 3 marks</b>			<b>MB2: 4 – 6 marks</b>			<b>MB3: 7 – 8 marks</b>					
Locates and identifies <b>some</b> key components of the musculo-skeletal system and its functions.  Description of the key components and functions of the cardio-respiratory system is <b>basic</b> .  [1 2 3]			Locates and identifies <b>many</b> key components of the musculo-skeletal system and its functions.  Description of the key components and functions of the cardio-respiratory system is <b>detailed</b> .  [4 5 6]			Locates and identifies <b>most</b> key components of the musculo-skeletal system and its functions.  Description of the key components and functions of the cardio-respiratory system is <b>comprehensive</b> .  [7 8]					
<b>MB1: 1 – 5 marks</b>			<b>MB2: 6 – 9 marks</b>			<b>MB3: 10 – 12 marks</b>					
<b>Outlines</b> the role of the musculo-skeletal system in producing movement.  <b>Outlines</b> the role of the cardio-respiratory system in physical activity.  [1 2 3 4 5]			<b>Describes</b> the role of the musculo-skeletal system in producing movement supported with a <b>range</b> of examples.  <b>Describes</b> the role of the cardio-respiratory system in physical activity supported with a <b>range</b> of examples.  [6 7 8 9]			<b>Comprehensively describes</b> the role of the musculo-skeletal system in producing movement supported with a <b>wide range</b> of examples.  <b>Comprehensively describes</b> the role of the cardio-respiratory system in physical activity supported with a <b>wide range</b> of examples.  [10 11 12]					

Criteria			Teacher Comments	Mark	Page No.
<b>LO2: Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness</b>					
<b>MB1: 1 – 4 marks</b>	<b>MB2: 5 – 7 marks</b>	<b>MB3: 8 – 10 marks</b>			
Identifies <b>some</b> benefits of cardio-respiratory fitness, muscular strength and endurance and muscular flexibility supported with a <b>few</b> examples.  [1 2 3 4]	Describes a <b>range</b> of benefits of cardio-respiratory fitness, muscular strength and endurance and muscular flexibility supported with <b>mostly relevant</b> examples.  [5 6 7]	Explains <b>accurately</b> and in <b>detail</b> a <b>wide range</b> of benefits of cardio-respiratory fitness, muscular strength and endurance and muscular flexibility supported with <b>clear</b> and <b>relevant</b> examples.  [8 9 10]			
<b>LO3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</b>					
<b>MB1: 1 – 6 marks</b>	<b>MB2: 7 – 11 marks</b>	<b>MB3: 12 – 15 marks</b>			
The short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems are identified, measured and recorded with <b>limited</b> accuracy. <b>Some</b> teacher support may be required in planning and setting up suitable activities.  <b>Describes</b> the adaptations recorded and makes <b>basic suggestions</b> as to why they have occurred.  Draws upon <b>limited</b> skills / knowledge / understanding from other units in the specification.  [1 2 3 4 5 6]	The short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems are identified, measured and recorded <b>accurately</b> . <b>Little</b> teacher support is required in planning and setting up suitable activities.  <b>Describes</b> the adaptations recorded and provides <b>some explanation</b> as to why they have occurred.  Draws upon <b>some relevant</b> skills / knowledge / understanding from other units in the specification.  [7 8 9 10 11]	The short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems are identified, measured and recorded <b>precisely</b> . Planning and setting up of suitable activities is carried out <b>independently</b> .  <b>Fully explains</b> the adaptations recorded and why they have occurred.  <b>Clearly</b> draws upon <b>relevant</b> skills / knowledge / understanding from other units in the specification.  [12 13 14 15]			

Criteria					Teacher Comments	Mark	Page No.	
<b>LO4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</b>								
<b>MB1: 1 – 6 marks</b>		<b>MB2: 7 – 11 marks</b>		<b>MB3: 12 – 15 marks</b>				
The long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems are identified, measured and recorded <b>occasionally</b> with <b>limited</b> accuracy. <b>Some</b> teacher support may be required in planning and setting up suitable activities.  <b>Describes</b> the adaptations recorded and make <b>basic suggestions</b> as to why they have occurred.  <b>[1 2 3 4 5 6]</b>		The long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems are identified, measured and recorded <b>accurately</b> and with <b>some regularity</b> . <b>Little</b> teacher support is required in planning and setting up suitable activities.  <b>Describes</b> the adaptations recorded and provides <b>some explanation</b> as to why they have occurred.  <b>[7 8 9 10 11]</b>		The long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems are identified, measured and recorded <b>precisely</b> and at <b>regular, set intervals</b> . Planning and setting up of suitable activities is carried out <b>independently</b> . <b>Fully explains</b> the adaptations recorded and why they have occurred.  <b>[12 13 14 15]</b>				
<b>Total/60</b>								
If this is a re-sit, please tick		Session and Year of previous submission	Jan / June	<b>2</b> <b>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.