

# Health and Social Care

OCR J811/J821 Unit R025 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 life stages</b>					<b>Unit Code</b>	<b>R025</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: Understand the stages of development from young people to adulthood <sup>1</sup></b>											
<b>MB1: 1 - 6 marks</b>			<b>MB2: 7 - 11 marks</b>			<b>MB3: 12 - 15 marks</b>					
Provides a <b>basic</b> description of the physical, intellectual, language, emotional and social (P.I.L.E.S) changes associated with young people's development and their transition into adulthood. A <b>few</b> examples are given to illustrate the key points of which <b>few</b> will follow the correct sequence, demonstrating a <b>basic</b> understanding of the normal developmental stages of P.I.L.E.S.			Provides a <b>sound</b> explanation of the physical, intellectual, language, emotional and social (P.I.L.E.S) changes associated with young people's development into adulthood. <b>Some</b> examples are given to illustrate the key points of which <b>most</b> will follow the correct sequence, demonstrating a <b>sound</b> understanding of the normal developmental stages of P.I.L.E.S.			Provides a <b>thorough</b> explanation of the physical, intellectual, language, emotional and social (P.I.L.E.S) changes associated with young people's development into adulthood. <b>Many</b> examples are given to illustrate the key points of which <b>most</b> will follow the correct sequence, demonstrating a <b>detailed</b> understanding of the normal developmental stages of P.I.L.E.S.					
Provides a <b>basic</b> explanation of some of the factors that affect the key developmental changes. There will be <b>limited</b> examples given to justify their thoughts on the effects of life events, some of which will be appropriate.			Provides a <b>clear</b> explanation of many of the factors that affect the key developmental changes. There will be <b>some</b> appropriate examples given to justify their thoughts on the effects of life events.			Provides a <b>thorough</b> explanation of the factors that affect the key developmental changes with all the key life events coherently discussed. There will be a <b>wide</b> variety of appropriate examples given to justify their thoughts on the effects of life events.					
[1 2 3 4 5 6]			[7 8 9 10 11]			[12 13 14 15]					

Criteria			Teacher Comments	Mark	Page No.
<b>LO2: Understand the ageing process in older adulthood<sup>2</sup></b>					
<b>MB1: 1 - 6 marks</b>	<b>MB2: 7 - 11 marks</b>	<b>MB3: 12 - 15 marks</b>			
Provides a <b>basic</b> description of the ageing process using a <b>limited</b> range of examples to illustrate the effects on some areas of development.  A <b>basic</b> explanation is given on how a person's role in life changes with learners <b>partly</b> explaining their thoughts.  There will be <b>some</b> errors in spelling, punctuation and grammar.  <b>[1 2 3 4 5 6]</b>	Provides a <b>clear</b> description of the ageing process, using a <b>range</b> of examples to illustrate the effects on most areas of development.  A <b>sound</b> explanation is given on how a person's role in life has changed with learners <b>mostly</b> explaining their thoughts.  There will be <b>minor</b> errors in spelling, punctuation and grammar.  <b>[7 8 9 10 11]</b>	Provides a <b>thorough</b> description of the ageing process, using a <b>wide range</b> of relevant examples to discuss the effects on all areas of development.  A <b>thorough</b> explanation is given on how a person's role in life has changed, with learners <b>wholly justifying</b> their thoughts.  There will be <b>few</b> , if any, errors in spelling, punctuation and grammar.  <b>[12 13 14 15]</b>			
<b>LO3: Know which medical conditions may affect progress through the life stages<sup>3</sup></b>					
<b>MB1: 1 - 6 marks</b>	<b>MB2: 7 - 11 marks</b>	<b>MB3: 12 - 15 marks</b>			
Provides a <b>basic</b> overview of a <b>limited</b> range of conditions which affect the transition through the life stages.  Provides a <b>basic</b> description of the chosen conditions with a <b>basic</b> discussion of how they might effect the health and social well-being of the individual and their family.  <b>[1 2 3 4 5 6]</b>	Provides a <b>clear</b> overview of a <b>range</b> of conditions which affect the transition through the life stages,  Provides a <b>detailed</b> description of the chosen conditions with a <b>detailed</b> discussion of how they might effect the health and social well-being of the individual and their family.  <b>[7 8 9 10 11]</b>	Provides a <b>detailed</b> and <b>coherent</b> overview of the effect of a <b>wide</b> range of conditions which affect the transition through the life stages.  Provides a thorough description of the chosen conditions with a <b>thorough</b> discussion of how they might effect the health and social well-being of the individual and their family.  <b>[12 13 14 15]</b>			

Criteria				Teacher Comments	Mark	Page No.
<b>LO4: Be able to create support plans <sup>4</sup></b>						
<b>MB1: 1 - 6 marks</b>	<b>MB2: 7 - 11 marks</b>	<b>MB3: 12 - 15 marks</b>				
Produces a <b>basic</b> support plan for a person with specific medical requirements.  The plan is communicated to the care user in a manner that displays <b>limited</b> understanding of the audience needs.  The support plan will show <b>limited</b> relevance to the specific medical conditions of the user.  Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.  <div style="text-align: right;">[1 2 3 4 5 6]</div>	Produces a support plan for a person with specific medical requirements.  The plan is communicated to the care user in a manner that reflects the audience needs.  The support plan will address the specific medical conditions of the user in and show <b>some</b> understanding of their life stage.  Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.  <div style="text-align: right;">[7 8 9 10 11]</div>	Produces a <b>detailed</b> support plan for a person with specific medical requirements.  The plan is communicated to the care user <b>clearly</b> and <b>appropriately</b> and reflects the audience needs.  The support plan will <b>effectively</b> and <b>clearly</b> address the specific medical conditions of the user and reflect their life stage.  <b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.  <div style="text-align: right;">[12 13 14 15]</div>				
<b>Total/</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.

