

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. One of these sheets, suitably completed, should be attached to the assessed work of each candidate.										
Unit Title	Understanding life stages				Unit Code	R025	Session	Jan / June	Year	2 0
Centre Name							Centre Number			
Candidate Name							Candidate Number			
Criteria							Teacher Comments		Mark	Page No.
LO1: Understand the stages of development from young people to adulthood ¹										
MB1: 1 - 6 marks		MB2: 7 - 11 marks		MB3: 12 - 15 marks						
Provides a basic 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 few examples are given to illustrate the key points of which few will follow the correct sequence, demonstrating a basic understanding of the normal developmental stages of P.I.L.E.S.		Provides a sound explanation of the physical, intellectual, language, emotional and social (P.I.L.E.S) changes associated with young people's development into adulthood. Some examples are given to illustrate the key points of which most will follow the correct sequence, demonstrating a sound understanding of the normal developmental stages of P.I.L.E.S.		Provides a thorough explanation of the physical, intellectual, language, emotional and social (P.I.L.E.S) changes associated with young people's development into adulthood. Many examples are given to illustrate the key points of which most will follow the correct sequence, demonstrating a detailed understanding of the normal developmental stages of P.I.L.E.S.						
Provides a basic explanation of some of the factors that affect the key developmental changes. There will be limited examples given to justify their thoughts on the effects of life events, some of which will be appropriate.		Provides a clear explanation of many of the factors that affect the key developmental changes. There will be some appropriate examples given to justify their thoughts on the effects of life events.		Provides a thorough explanation of the factors that affect the key developmental changes with all the key life events coherently discussed. There will be a wide 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.
LO2: Understand the ageing process in older adulthood²					
MB1: 1 - 6 marks	MB2: 7 - 11 marks	MB3: 12 - 15 marks			
Provides a basic description of the ageing process using a limited range of examples to illustrate the effects on some areas of development. A basic explanation is given on how a person's role in life changes with learners partly explaining their thoughts. There will be some errors in spelling, punctuation and grammar. [1 2 3 4 5 6]	Provides a clear description of the ageing process, using a range of examples to illustrate the effects on most areas of development. A sound explanation is given on how a person's role in life has changed with learners mostly explaining their thoughts. There will be minor errors in spelling, punctuation and grammar. [7 8 9 10 11]	Provides a thorough description of the ageing process, using a wide range of relevant examples to discuss the effects on all areas of development. A thorough explanation is given on how a person's role in life has changed, with learners wholly justifying their thoughts. There will be few , if any, errors in spelling, punctuation and grammar. [12 13 14 15]			
LO3: Know which medical conditions may affect progress through the life stages³					
MB1: 1 - 6 marks	MB2: 7 - 11 marks	MB3: 12 - 15 marks			
Provides a basic overview of a limited range of conditions which affect the transition through the life stages. Provides a basic description of the chosen conditions with a basic discussion of how they might effect the health and social well-being of the individual and their family. [1 2 3 4 5 6]	Provides a clear overview of a range of conditions which affect the transition through the life stages, Provides a detailed description of the chosen conditions with a detailed discussion of how they might effect the health and social well-being of the individual and their family. [7 8 9 10 11]	Provides a detailed and coherent overview of the effect of a wide range of conditions which affect the transition through the life stages. Provides a thorough description of the chosen conditions with a thorough discussion of how they might effect the health and social well-being of the individual and their family. [12 13 14 15]			

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