

# Live Assessment Material

## Model Assignment 3

OCR Level 1/2 Cambridge National Award in Health and Social Care

OCR Level 1/2 Cambridge National Certificate in Health and Social Care

OCR Level 1/2 Cambridge National Diploma in Health and Social Care

Unit R023: Understanding body systems and disorders

### Please note:

This OCR model assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

### INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- unit entry code R023
- certification codes Award J801/Certificate J811/Diploma J821

The accreditation numbers associated with this unit are:

- unit reference number M/503/6236
- qualification reference(s) J801 - 600/4777/X, J811 - 600/4780/X, J821 - 600/4771/9

**Duration: Approximately 10 hours**

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# Model Assignment: Information for Learners

OCR Level 1/2 Cambridge National Award in Health and Social Care

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OCR Level 1/2 Cambridge National Diploma in Health and Social Care

Unit R023: Understanding body systems and disorders

# Scenario for the Assignment

## Setting the scene - producing information for a Sports Fair

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Your school is holding a Sports Fair to show the different sporting activities available in your area and the benefits of sport to young people. Your Health and Social Care group has been asked to prepare information packs to include an A4 poster and booklet to give visitors to the Sports Fair. These will provide knowledge and understanding of:

- the workings of the human body
- disorders that affect body systems
- how important body functions can be measured.

In addition, you will take some body systems measurements of one of the sports teams at school and present the results.

**Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.**

# Your Tasks

## Task 1: The structure and function of the cardiovascular system and some of its disorders

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**This task covers part of Learning Outcome 1: Know how body systems work and part of Learning Outcome 2: Understand disorders that affect the body systems**

Prepare an A4 poster and a booklet to be included in the information pack for the Sports Fair.

You must:

- provide information about the structure and function of the cardiovascular system
- describe the symptoms of one disorder of the cardiovascular system
- explain how the disorder is diagnosed.

## Task 2: The structure and function of the respiratory system and some of its disorders

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**This task covers part of Learning Outcome 1: Know how body systems work and part of Learning Outcome 2: Understand disorders that affect the body systems**

Prepare an A4 poster and a booklet to be included in the information pack for the Sports Fair.

You must:

- provide information about the structure and function of the respiratory system
- describe the symptoms of one disorder of the respiratory system
- explain how the disorder is diagnosed.

## Task 3: The structure and function of the digestive system and some of its disorders

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**This task covers part of Learning Outcome 1: Know how body systems work and part of Learning Outcome 2: Understand disorders that affect the body systems**

Prepare an A4 poster and a booklet to be included in the information pack for the Sports Fair.

You must:

- provide information about the structure and function of the digestive system
- describe the symptoms of one disorder of the digestive system
- explain how the disorder is diagnosed.

## Task 4: Measuring body rates and interpreting the results

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**This task covers all of Learning Outcome 3: Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems**

Measure the function of the cardiovascular, respiratory and digestive systems of members of your chosen sports team at school.

You must:

- measure an individual's pulse rate before and after activity **and** compare the results against normal/maximum pulse rates for age
- measure an individual's peak flow before and after activity **and** compare the results against normal values for age, weight and height
- calculate an individual's Body Mass Index **and** compare the results against recommended healthy weights for height.

# Information for Teachers

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Unit R023: Understanding body systems and disorders

# General guidance on using this assignment

## 1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website:  
[www.ocr.org.uk](http://www.ocr.org.uk)
- 1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification for this qualification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

## 2 Before carrying out this assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.
- 2.3 We have estimated that it will take approximately ten hours to complete all tasks. Learners would need approximately 2 – 2.5 hours to complete each of tasks 1, 2 and 3 and 3 – 3.5 hours to complete task 4. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time can be allocated between each part of the task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.

## 3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers or to work through answers in detail.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times. It is acknowledged that learners in their



responses may refer to situations in the scenario we have provided but as the scenario is fictitious this does not break any rules of confidentiality.

- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. Format must not be confused with the content or the type of evidence to be produced and it is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The assessment is structured so that learners are required to provide evidence of using appropriate Health and Social Care techniques to meet specified purposes. It is unlikely that evidence of the techniques used will, on their own, provide sufficient evidence to judge the extent to which they have been used appropriately. Annotations may help to provide this additional context. The section *Evidence Summary* at the back of this document will guide you on the type of evidence and formats for evidence.

#### 4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.

#### 5 Scope of permitted model assignment modification

The model assignment is very self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

You **must not** change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (section *The internally assessed units*)
- the requirement to carry out the measures of three body rates – pulse, peak flow and BMI.

### Permitted changes:

The model assignment can be modified in terms of the areas described below at the permission of OCR but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- The learner's assignment may be contextualised or amended to suit local needs. For example, instead of learners producing a poster and an information booklet, they could provide a set of presentation slides for a G.P. surgery.
- Who the individual is and what their needs are.
- Each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.
- The type of evidence required and the format it takes.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to adapt the model assignment we strongly advise that staff responsible for modifying the model assignment and quality assuring it refer to the publication *Fair access by design*.

**If modifications are made to the model assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can be met and that learners can access the full range of marks.**

# Specific guidance on the tasks

## Introduction to the tasks

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**These guidance notes should be used in conjunction with the specification.**

The tasks have been designed to enable learners to demonstrate their knowledge and understanding of how body systems work and disorders that affect body systems. Learners will interpret data obtained from measuring body rates with reference to the functioning of healthy body systems.

If learners produce evidence in the context of children, the children must be above 4 years of age.

## Specific guidance on Task 4: Measuring body rates and interpreting the results

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Learners need volunteers on whom they will carry out the measurements. All three body rate measures should ideally be carried out on the same individual; however two or three different individuals may be used if circumstances require. Confidentiality and sensitivity are important considerations for this task. It is necessary to make sure that both the individual volunteers and the learners are briefed about the nature of the assessment process that they will be taking part in.

Learners should have the opportunity to practice taking the body rate measures and carrying out calculations where necessary to ensure accuracy.

Learners need to take the three body rate measures themselves and keep accurate records of the results as part of the assessment evidence for Learning Outcome 3. The results must then be accurately compared to standard measures. For the practical aspect of this Learning Outcome a witness statement is required to indicate the level of competence and confidence demonstrated by the learner when taking the measurement themselves. If the measurements are taken outside the classroom eg on work experience, the witness statement must be completed by an appropriate competent individual.

Guidance on witness statements is provided in Appendix A of the specification and a template witness statement is provided on the OCR website.

Alternatively the witness statement provided at the end of this assessment material may be used to record both the witness observations and the marking decisions made by the assessor (the witness and the assessor may be different people).

# Evidence summary

When completing this assignment it may be possible to generate evidence for completing a task in a variety of formats. This list provides examples of the format that can be used, it is not exhaustive. In some cases the task or assignment will require a specific format for the outcome and this will be clearly marked with an asterisk in the table.

<b>Task number</b>	<b>What learners need to produce (evidence)</b>	<b>Format of evidence (this list is not exhaustive)</b>
Task 1	<ul style="list-style-type: none"> <li>• Structure and function of the cardiovascular system</li> <li>• Symptoms of a disorder of the cardiovascular system</li> <li>• How a disorder of the cardiovascular system is diagnosed</li> </ul>	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Information booklet</li> <li>• Photographs</li> <li>• Drawings/diagrams</li> </ul>
Task 2	<ul style="list-style-type: none"> <li>• Structure and function of the respiratory system</li> <li>• Symptoms of a disorder of the respiratory system</li> <li>• How a disorder of the respiratory system is diagnosed</li> </ul>	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Information booklet</li> <li>• Photographs</li> <li>• Drawings/diagrams</li> </ul>
Task 3	<ul style="list-style-type: none"> <li>• Structure and function of the digestive system</li> <li>• Symptoms of a disorder of the digestive system</li> <li>• How a disorder of the digestive system is diagnosed</li> </ul>	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Information booklet</li> <li>• Photographs</li> <li>• Drawings/diagrams</li> </ul>
Task 4	Measurements of <ul style="list-style-type: none"> <li>• Pulse rate</li> <li>• Peak flow</li> <li>• Body Mass Index</li> </ul>	<ul style="list-style-type: none"> <li>• Records of measuring body rates</li> <li>• Written comparison of results</li> <li>• Witness/observation statement</li> <li>• Photographic/video evidence</li> </ul>

# Witness Statement – Task 4

LO3

Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems

LEARNER NAME

ASSESSOR SIGNATURE

Date:

Witness observations on candidate's performance when measuring Pulse Rate

Assessor decision based on witness observations (circle decision)

MB1

demonstrates **limited** confidence

MB2

demonstrates **some** confidence

MB3

demonstrates **confidence** and **competency**

WITNESS Name and Position/Role:

DATE:

Witness observations on candidate's performance when measuring Peak Flow

Assessor decision based on witness observations (circle decision)

MB1

demonstrates **limited** confidence

MB2

demonstrates **some** confidence

MB3

demonstrates **confidence** and **competency**

WITNESS Name and Position/Role:

DATE:

Witness observations on candidate's performance when measuring Body Mass Index

Assessor decision based on witness observations (circle decision)

MB1

demonstrates **limited** confidence

MB2

demonstrates **some** confidence

MB3

demonstrates **confidence** and **competency**

WITNESS Name and Position/Role:

DATE: