

Please read the instructions printed at the end of this form. A Unit Recording Sheet must be completed for each candidate and unit.											
<b>Unit Title</b>	<b>Nutrition and sports performance</b>				<b>Unit Code</b>	<b>R183</b>	<b>Session</b>		<b>Year</b>	<b>2</b>	<b>0</b>
<b>Centre Name</b>							<b>Centre Number</b>				
<b>Candidate Name</b>							<b>Candidate Number</b>				
<b>Marking Criteria</b>							<b>Teacher Comments</b>		<b>Mark</b>	<b>Page No.</b>	
<b>Task 1 – Topic Area 1: Nutrients needed for a healthy, balanced nutrition plan</b>											
<b>MB1: 1 - 2 marks</b>		<b>MB2: 3 - 4 marks</b>		<b>MB3: 5 - 6 marks</b>							
Provides a <b>limited</b> description of what nutrients are and their role within a healthy balanced diet for the client's sporting activity.  Gives a <b>limited range</b> of relevant examples of food sources of nutrients.  <b>[1 2]</b>		<b>Adequately</b> describes what nutrients are and their role within a healthy balanced diet for the client's sporting activity.  Gives a <b>range</b> of relevant examples of food sources of nutrients.  <b>[3 4]</b>		<b>Comprehensively</b> explains what nutrients are and their role within a healthy balanced diet for the client's sporting activity.  Gives a <b>wide range</b> of relevant examples of food sources of nutrients.  <b>[5 6]</b>							
									<b>/6</b>		

Marking Criteria			Teacher Comments	Mark	Page No.
<b>Task 2 – Topic Area 2: Applying differing dietary requirements to varying types of sporting activity</b>					
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 - 8 marks</b>	<b>MB3: 9 - 12 marks</b>			
<p><b>Briefly</b> outlines the importance of nutrition before, during and after exercise for each sporting activity.</p> <p>Outlines the <b>basic</b> nutritional requirements for each sporting activity. Matches different needs with different activities with <b>limited</b> accuracy.</p> <p>Outlines with <b>limited</b> accuracy, the foods that are ideal and foods to limit for each sporting activity.</p> <p><b>Limited</b> or no justification of why these foods are either ideal or to be limited.</p> <p style="text-align: right;"><b>[1 2 3 4]</b></p>	<p><b>Adequately</b> explains the importance of nutrition before, during and after exercise for each sporting activity.</p> <p>Outlines a <b>range</b> of nutritional requirements for each sporting activity. Matches different needs with different activities with <b>some</b> accuracy.</p> <p>Explains with <b>some</b> accuracy foods that are ideal and foods to limit for each sporting activity.</p> <p><b>Some</b> justification of why these foods are either ideal or to be limited.</p> <p style="text-align: right;"><b>[5 6 7 8]</b></p>	<p><b>Comprehensively</b> explains the importance of nutrition before, during and after exercise for each sporting activity.</p> <p>Outlines a <b>wide range</b> of nutritional requirements for each sporting activity. Matches different needs with different activities <b>accurately</b>.</p> <p><b>Comprehensively</b> explains why some foods are ideal and what foods to limit for each sporting activity.</p> <p><b>Detailed</b> justification of why these foods are either ideal or to be limited.</p> <p style="text-align: right;"><b>[9 10 11 12]</b></p>		<b>/12</b>	

Marking Criteria			Teacher Comments	Mark	Page No.
<b>Task 3 – Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity</b>					
<b>MB1: 1 - 4 marks</b>	<b>MB2: 5 - 8 marks</b>	<b>MB3: 9 - 12 marks</b>			
<p>The plan meets <b>few</b> of the specific needs and requirements identified in the goals.</p> <p>Measurement of the impact of the nutrition plan is <b>brief</b>, with <b>limited</b> reflection on the client's needs.</p> <p>Ideas for improvement are <b>basic</b> rather than specific to the sporting activity or individual.</p> <p><b>Limited</b> or no justification for the ideas for improvement.</p> <p style="text-align: right;"><b>[1 2 3 4]</b></p>	<p>The plan meets <b>some</b> of the specific needs and requirements identified in the goals.</p> <p>Measurement of the impact of the nutrition plan is <b>adequate</b> and <b>some</b> of the client's needs are reflected upon.</p> <p>Ideas for improvement are <b>partly</b> relevant and considered to the sporting activity or individual.</p> <p><b>Some</b> justification of the ideas for improvement.</p> <p style="text-align: right;"><b>[5 6 7 8]</b></p>	<p>The plan meets <b>all</b> of the specific needs and requirements identified in the goals.</p> <p>Measurement of the impact of the nutrition plan is <b>comprehensive</b> and <b>most</b> of the client's needs are reflected upon.</p> <p>Ideas for improvement are <b>specific</b> to the sporting activity or individual.</p> <p><b>Detailed</b> justification of the ideas for improvement.</p> <p style="text-align: right;"><b>[9 10 11 12]</b></p>			
				<b>/12</b>	

Marking Criteria			Teacher Comments	Mark	Page No.
<b>Task 4 – Topic Area 4: How nutritional behaviours can be managed to improve sports performance</b>					
<b>MB1: 1 - 3 marks</b>	<b>MB2: 4 - 7 marks</b>	<b>MB3: 8 - 10 marks</b>			
<p><b>Limited</b> discussion of the detrimental effects of overeating, under eating and dehydration, using <b>few</b> references to sports performance in your client's activity.</p> <p><b>Limited</b> discussion of how nutrition can be positively managed by overeating, under eating and dehydration, using <b>few</b> references to sports performance in your client's activity.</p> <p style="text-align: right;"><b>[1 2 3]</b></p>	<p><b>Adequately</b> discusses the detrimental effects of overeating, under eating and dehydration, using <b>some</b> references to sports performance in your client's activity.</p> <p><b>Adequately</b> discusses how nutrition can be positively managed by overeating, under eating and dehydration, with <b>some</b> references to sports performance in your client's activity.</p> <p style="text-align: right;"><b>[4 5 6 7]</b></p>	<p>Discusses in <b>detail</b> the detrimental effects of overeating, under eating and dehydration, with <b>clear and detailed</b> references to sports performance in your client's activity.</p> <p>Discusses in <b>detail</b> how nutrition can be positively managed by overeating, under eating and dehydration, with <b>clear and detailed</b> references to sports performance in your client's activity.</p> <p style="text-align: right;"><b>[8 9 10]</b></p>		<b>/10</b>	
<b>Total</b>				<b>/40</b>	

Please tick to confirm this work has been standardised internally	
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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)).

A Centre Authentication form (CCS160) **must** be completed for each submission to the moderator. This **must** be held in your centre to be available on request at centre inspection.

#### Guidance on Completion of this Form

- 1 One form should be used for every candidate.
- 2 Please make sure that all parts 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/highlight the mark awarded for each strand of the marking criteria in the appropriate box.
- 5 Enter the circled/highlighted mark in the 'Mark' column.
- 6 Add the marks for the strands together to give a total out of 40. Enter this total in the relevant box.
- 7 For Paper-based submissions, one of these sheets, suitably completed, should be attached to the assessed work of each candidate.
- 8 For Electronic Internal submissions, prior to submitting 'candidate evidence' to OCR (via the Repository/SfA or via a USB), the Centre should add a separate folder containing the Unit Recording Sheets.