

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 body systems and disorders</b>			<b>Unit Code</b>	<b>R023</b>	<b>Session</b>	<b>Year</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 how body systems work <sup>1</sup></b>								
<b>MB1: 1 - 3 marks</b>		<b>MB2: 4 - 6 marks</b>		<b>MB3: 7 - 8 marks</b>				
Demonstrates <b>basic</b> knowledge of how the cardiovascular system works. Provides <b>basic</b> information to illustrate the structure of the cardiovascular system making <b>few</b> links between structure and function. Provides a <b>basic</b> description of the system functionality making <b>limited</b> use of terminology but demonstrating a <b>basic</b> understanding.		Demonstrates <b>sound</b> knowledge of how the cardiovascular system works. Provides <b>clear</b> information to illustrate the structure of the cardiovascular system making <b>some</b> links between structure and function. Provides a <b>clear</b> description of the system functionality, making <b>some</b> effective use of terminology and demonstrating a <b>sound</b> understanding.		Demonstrates <b>detailed</b> knowledge of how the cardiovascular system works. Provides <b>detailed and coherent</b> information to illustrate the structure of the cardiovascular system making <b>many</b> links between structure and function. Provides a <b>comprehensive</b> description of the system functionality, <b>effectively</b> using terminology which demonstrates a <b>clear and thorough</b> understanding.				
[1 2 3]		[4 5 6]		[7 8]				

MB1: 1 - 3 marks	MB2: 4 - 6 marks	MB3: 7 - 8 marks	Teacher Comments	Mark	Page No.
<p>Demonstrates <b>basic</b> knowledge of how the respiratory system works. Provides <b>basic</b> information to illustrate the structure of the respiratory system making <b>few</b> links between structure and function. Provides a <b>basic</b> description of the system functionality making <b>limited</b> use of terminology but demonstrating a <b>basic</b> understanding.</p> <p style="text-align: right;">[1 2 3]</p>	<p>Demonstrates <b>sound</b> knowledge of how the respiratory system works. Provides <b>clear</b> information to illustrate the structure of the respiratory system making <b>some</b> links between structure and function. Provides a <b>clear</b> description of the system functionality, making <b>some</b> effective use of terminology and demonstrating a <b>sound</b> understanding.</p> <p style="text-align: right;">[4 5 6]</p>	<p>Demonstrates <b>detailed</b> knowledge of how the respiratory system works. Provides <b>clear and coherent</b> information to illustrate the structure of the respiratory system making <b>many</b> links between structure and function. Provides a <b>comprehensive</b> description of the system functionality, <b>effectively</b> using terminology which demonstrates a <b>clear and thorough</b> understanding.</p> <p style="text-align: right;">[7 8]</p>			
MB1: 1 - 3 marks	MB2: 4 - 6 marks	MB3: 7 - 8 marks			
<p>Demonstrates <b>basic</b> knowledge of how the digestive system works. Provides <b>basic</b> information to illustrate the structure of the digestive system making <b>few</b> links between structure and function. Provides a <b>basic</b> description of the system functionality making <b>limited</b> use of terminology but demonstrating a <b>basic</b> understanding.</p> <p style="text-align: right;">[1 2 3]</p>	<p>Demonstrates <b>sound</b> knowledge of how the digestive system works. Provides <b>clear</b> information to illustrate the structure of the digestive system making <b>some</b> links between structure and function. Provides a <b>clear</b> description of the system functionality, making <b>some</b> effective use of terminology and demonstrating a <b>sound</b> understanding.</p> <p style="text-align: right;">[4 5 6]</p>	<p>Demonstrates <b>detailed</b> knowledge of how the digestive system works. Provides <b>detailed and coherent</b> information to illustrate the structure of the digestive system making <b>many</b> links between structure and function. Provides a <b>comprehensive</b> description of the system functionality, <b>effectively</b> using terminology which demonstrates a <b>clear and thorough</b> understanding.</p> <p style="text-align: right;">[7 8]</p>			

Criteria			Teacher Comments	Mark	Page No.
<b>LO2: Understand disorders that affect body systems <sup>1</sup></b>					
<b>MB1: 1 - 3 marks</b>	<b>MB2: 4 – 5 marks</b>	<b>MB3: 6 - 7 marks</b>			
<p>Provides a <b>basic</b> list of the symptoms for disorders associated with the cardiovascular system giving <b>basic</b> reasons for <b>some</b> of the symptoms.</p> <p>Provides a <b>basic</b> list of the methods of diagnosis.</p> <p>There may be <b>few</b>, if any, links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;">[1 2 3]</p>	<p>Provides a <b>sound</b> description of the symptoms for disorders associated with the cardiovascular system giving reasons for <b>many</b> of the symptoms.</p> <p>Provides a <b>sound</b> list of the methods of diagnosis.</p> <p>There may be <b>some</b> links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;">[4 5]</p>	<p>Provides a <b>detailed</b> description of the symptoms of disorders associated with the cardiovascular system, giving detailed reasons for <b>most</b> of the symptoms.</p> <p>Provides a <b>comprehensive</b> list of the methods of diagnosis.</p> <p>There are likely to be links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;">[6 7]</p>			

MB1: 1 - 3 marks	MB2: 4 – 5 marks	MB3: 6 - 7 marks	Teacher Comments	Mark	Page No.
<p>Provides a <b>basic</b> list of the symptoms for disorders associated with the respiratory system giving <b>basic</b> reasons for <b>some</b> of the symptoms.</p> <p>Provides a <b>basic</b> list of the methods of diagnosis.</p> <p>There may be <b>few</b>, if any, links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;"><b>[1 2 3]</b></p>	<p>Provides a <b>sound</b> description of the symptoms for disorders associated with the respiratory system giving reasons for <b>many</b> of the symptoms.</p> <p>Provides a <b>sound</b> list of the methods of diagnosis.</p> <p>There may be <b>some</b> links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;"><b>[4 5]</b></p>	<p>Provides a <b>detailed</b> description of the symptoms of disorders associated with the respiratory system, giving detailed reasons for <b>most</b> of the symptoms.</p> <p>Provides a <b>comprehensive</b> list of the methods of diagnosis.</p> <p>There are likely to be links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;"><b>[6 7]</b></p>			

MB1: 1 - 3 marks	MB2: 4 – 5 marks	MB3: 6 - 7 marks	Teacher Comments	Mark	Page No.
<p>Provides a <b>basic</b> list of the symptoms for disorders associated with the digestive system giving <b>basic</b> reasons for <b>some</b> of the symptoms.</p> <p>Provides a <b>basic</b> list of the methods of diagnosis.</p> <p>There may be <b>few</b>, if any, links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;"><b>[1 2 3]</b></p>	<p>Provides a <b>sound</b> description of the symptoms for disorders associated with the digestive system giving reasons for <b>many</b> of the symptoms.</p> <p>Provides a <b>sound</b> list of the methods of diagnosis.</p> <p>There may be <b>some</b> links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;"><b>[4 5]</b></p>	<p>Provides a <b>detailed</b> description of the symptoms of disorders associated with the digestive system, giving <b>detailed</b> reasons for <b>most</b> of the symptoms.</p> <p>Provides a <b>comprehensive</b> list of the methods of diagnosis.</p> <p>There are likely to be links made between disorders and the structure and/or functionality of the system.</p> <p style="text-align: right;"><b>[6 7]</b></p>			

Criteria				Teacher Comments	Mark	Page No.
<b>LO3: Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems</b>						
<b>MB1: 1 - 6 marks</b>	<b>MB2: 7 – 11 marks</b>	<b>MB3: 12 - 15 marks</b>				
Demonstrates <b>limited</b> confidence in measuring body rates.  A <b>limited</b> interpretation of data obtained from measuring body rates and comparing against the norms making <b>limited</b> reference to the functioning of healthy body systems.  There will be <b>some</b> errors in spelling, punctuation and grammar.  Draws upon <b>limited</b> skills/knowledge/understanding from other units in the specification.  <b>[1 2 3 4 5 6]</b>	Demonstrates <b>some</b> confidence in measuring body rates.  A <b>reasonable</b> interpretation of data obtained from measuring body rates and comparing against the norms making <b>some</b> reference to the functioning of healthy body systems.  There will be <b>minor</b> errors in spelling, punctuation and grammar.  Draws upon <b>some relevant</b> skills/knowledge/understanding from other units in the specification.  <b>[7 8 9 10 11]</b>	Demonstrates <b>confidence and competency</b> measuring body rates.  A <b>thorough</b> interpretation of data obtained from measuring body rates and comparing against the norms making <b>detailed</b> reference to the functioning of healthy body systems.  There will be <b>few</b> , if any, errors in spelling, punctuation and grammar.  <b>Clearly</b> draws upon <b>relevant</b> skills/knowledge/understanding from other units in the specification.  <b>[12 13 14 15]</b>				
				<b>Total/</b>		
If this is a re-sit, please tick		Session and Year of previous submission		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.