

Home Economics (Child Development)

General Certificate of Secondary Education J441

OCR Report to Centres

January 2012

J441/R/12J

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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Home Economics (Child Development) (J441)**

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Overview

The cohort taking the specification although small was wide and varied. From the evidence seen both the controlled assessment and the examination paper proved accessible to all the candidates and provided plenty of opportunities for a wide range of abilities to gain success, at the same time it provided differentiation across a wide range of abilities. It was apparent that where teachers had a clear understanding of the specification the appropriate guidance and support was given to their candidates. In many cases there was evidence to indicate that where teachers had attended OCR training sessions and had implemented suggestions positively candidates were supported and achieved well.

B011 Controlled Assessment – Short Tasks

Centres have taken the opportunity to enter candidates for Unit one of the specification. The majority of the work followed the OCR practical and investigative theme with some adaptations. **It is vital that the board set titles are used.** Centres may only adapt the titles slightly but not change the total focus and topic as this could disadvantage their candidates.

Centres should be reminded that to fulfil this unit candidates are required to complete three Short Tasks. The focus of these tasks must be taken from the board set titles which can be found on the OCR website. **Candidates need to undertake tasks that will illustrate a range of skills and not be repetitive.** For example, two practical food outcomes are not acceptable. Centres can contact the board for further advice and agreement from OCR prior to candidates embarking on their task.

The Short Tasks were not too lengthy and reflect the allocated time (7 hours are recommended for each Short Task) that had been given to candidates in many instances. It was pleasing to see the majority of centres were not including large quantities of research, (that does not form part of the planning section) as was evident in previous submissions. However, there was evidence that research was being included and being given credit by a small number of centres.

In many centres, it would appear that insufficient time was spent on planning. They were often brief, did not explain the candidates' aims and objectives, or provide any detailed indication of the resources and how they were going to be utilised throughout the task. The latter were frequently just bullet pointed items lacking in detail or were not relevant to the outcome being undertaken.

Candidates are required to carry out a plan of action that is logical, concise, and which clearly identifies the key priorities that are required to carry out the chosen task. This could take the form of a flow chart or step by step account and should be sufficient in detail for the candidate to carry out the planned work. This is paramount if high marks are awarded.

Good practice was evident by those candidates undertaking a leaflet, poster or magazine article including an annotated draft layout of how their outcome may be constructed. This included different fonts, sizes, relevant layout and content. Accurate plans demonstrate progression through the stages of working is an effective tool for delivering this part of the planning section.

Candidates should consider any safety aspects of making their identified outcome, for example; comparisons of bought/homemade baby food or investigating baby changing facilities in their area.

To summarise, the plan must be detailed and accurate. All resources that are required to carry out the task should be included in this section. There should be clear evidence of how they will be used, especially if full marks are awarded. Research should not be included or given credit as it is not a requirement of the specification. Candidates should clearly state their task title on the front cover mark sheet and at the start of each task, and clearly identify which is the Investigative Short Task.

Carrying Out – Organisation

Many centres did not show that they had followed their plans. Also in this section there was still some confusion over the written evidence to show that work was carried out. Some centres still appeared to be under the misconception that evidence of research indicates that the work has been completed rather than providing a written account with confirmation of the results of their practical outcome or investigations together with clear annotation and/or photographic evidence.

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A diary log, or tabulated chart, annotated photograph or a simple written account of the candidates undertaking the work or a section linked to the plan of action can be utilised.

Centres must ensure that there is detailed written evidence undertaken by the candidate to support the work carried out in this section. This is in addition to and separate from the evaluation section.

Candidates must follow their plans making good use of the time available and should organise their resources effectively using any equipment safely and independently.

Several centres provided outcomes of leaflets (comparing nappies – breast v bottle) and there was a variety of approaches as to how the candidate undertook the task, together with a wide and diverse level of success. Many were able to present the data they had researched from surveys with varying levels of competency.

Carrying out work to a 'high standard' led to a wide range of interpretations. Whilst there were some excellent leaflets, booklets and meals in evidence, many teachers accepted poor quality content and finish, and often gave high or even full marks.

Work often lacked a range of techniques across the three tasks. Centres should undertake a variety of tasks which enables the candidate to fulfil a range of different skills and techniques. This would provide a varied and diverse set of outcomes.

To summarise, candidates should use a range of suitable methods when carrying out their planned work together with appropriate resources. Centres should provide relevant annotation to support the marks awarded in the section. Brief general comments are not sufficient. The use of cover sheets (CCS319), which can be downloaded from the OCR website should be completed and attached to the work making sure that there is clear justification of why the marks are being awarded. This not only demonstrates good practice but is imperative to support the moderation process.

Practical Outcomes

A good number of centres made full use of ICT skills to produce leaflets and magazine articles. However, many outcomes were clearly not worthy of the full marks that were awarded, some were untidy with poor presentation. There was a very wide range of extremes in the quality.

The quality of outcomes were of a mixed standard, and yet in many cases had been awarded high marks. The few centres where the candidates lacked ICT skills/facilities, outcomes were disappointing as hand produced leaflets were often limited in content and lacked visual quality stimulus.

Investigative Outcomes

The outcome in the investigations did not show a 'range of detailed results and a small number of centres did not have evidence of investigative techniques, or meaningful results. Quite a number had simply produced a leaflet, with no evidence of an investigation. It is important that the investigative task should include a range of detailed and accurate results. This may take the form of testing with comparisons cumulating in a survey with appropriate conclusions. The aim of a survey must be included. It is obvious that the use of ICT for this Short Task is strongly encouraged, particularly for resultant data. "Detailed and accurate results" whilst commented upon by the teacher, were anything but that in reality in a number of cases.

Centres should be reminded that if questionnaires are used they must be relevant to the topic and only one copy is required to be included with the work.

Evaluation

Some candidates did not review the whole task, or evaluations were sometimes an account of what the candidate had done in the task (often being used as the written evidence part) which meant information was repeated but not necessarily evaluated. Many candidates were able to evaluate all sections (particularly if they had each section in the main body of the work) and most gave some strengths and weaknesses with suggested ways to improve the task.

In general the evaluation was often tackled more successfully than the earlier sections in the Short Tasks. This may possibly be due to the fact that there were no significant changes to this section from previous specification requirements.

However, some centres were over-generous when crediting marks in this section. Those who had embraced the written evidence part of the execution section had also grasped the concept of the overview of the whole task response in the evaluation. The centres who had not attempted to address the written evidence tended to explain why they had carried out the outcome in the evaluation, rather than addressing the strengths and weaknesses of the task as a whole.

Centres should award marks for the quality of the response. Candidates are required to identify their strengths and weaknesses in all areas of the task, not just the practical outcomes. They are also required to suggest ways of how to improve on their strengths and weaknesses, and draw conclusions from their work. Any results should be collated, interpreted and linked back to the task title. All the aforementioned work should be undertaken independently if full marks are being awarded.

Administration

On reflection, the use of OCR Interchange for the submission of marks by centres, the auto checking and updating of arithmetical errors and feedback reports is a definite improvement over the 'old' paper clumsy system, where errors could occur.

It was pleasing to see that centres had secured cover sheets to each of the three short tasks. Detailed annotation on the front cover sheet was usually relevant and justified the marks being awarded.

Centres must identify which task is being used and number them one, two, and three and highlight the investigation. The centre name and number together with the candidate name and number should be completed in the appropriate sections for each of the three short tasks.

B012 Controlled Assessment – Child Study

The cohort taking this unit was small, however, the following should be considered when undertaking and submitting The Child Study in future sessions.

Centres are reminded that to fulfill this unit candidates are required to complete one Child Study. Candidates are required to select one of the board set themes on which to then base the focus of their study. It is recommended that approximately 22 hours are allocated for the completion of the task. The themes can be found on the OCR website and in the specification if further guidance is required. It should be noted that emotional development is not a board set theme and in consequence should not be used.

Research

Candidates need to include a clear rationale as to why they have chosen their topic area. It is recommended that several reasons for choice are identified. Candidates need to produce their own focused task title and it is suggested that the title is written as a question. Candidates are recommended that only one area of development is chosen on which to base their study. A range of appropriate sources of information should be identified which could include varied types of primary and secondary research.

Initial research to explore the child's background and other relevant information can be undertaken through an interview and/or questionnaire to the parents of the child that is going to be studied. Candidates are required to carry out detailed research on the development area chosen using a range of suitable secondary sources of information. This could take the form of books/internet.

Candidates should use the research previously undertaken to then draw appropriate conclusions and explain how the task will be carried out. An action plan, flow chart, step by step account or specification can then be drawn up. Candidates must undertake the majority of this work independently and show a high level of understanding if they are awarded marks in the top band.

Candidates should produce a clear outline of how the study will be carried out, especially if high marks are awarded by the Centre.

Selecting and Planning the Observations

Candidates must use the research previously undertaken in the planning section to identify and produce a range of possible ideas for their observations. The research can then be collated and assessed as to its suitability. The ideas suggested should be appropriate for the age of the child. Candidates must consider and justify a range of suitable methods for their observations which link to their task title and area of development. Plans should then be drawn up, they must be accurate and detailed especially if marks are being awarded in the high mark band. Resources that are going to be used for their observations must be clearly identified. A variety of methods to record the results of the observations should be included together with clear reasons for choice. The use of ICT is recommended. The observations should illustrate different skills. For example, a drawing session, cookery activity, reading, a puzzle, depending on the age of the child and the area of development being studied. Plans for each observation must be included, candidates must also state how they are going to be recorded. Sample recording sheets are recommended.

Practical observations

It is suggested that five to six observations are undertaken. Each observation should have a different focus although relate clearly to the area of development chosen. Each visit should be recorded accurately using the sheets constructed in the previous section. There must be clear evidence of each observation supported by teacher annotation to justify the marks awarded. It is advisable that candidates write up each observation after the visit so they can clearly remember what was seen and relate their understanding to the development area being studied, including their own views and opinions. This will be marked in the 'Applying Understanding to Observations' in the 'Outcomes' section of the assessment criteria.

Outcomes

Candidates must show that they have clearly understood and applied their gained knowledge to what they have observed and how it relates to their child and the area of development. Candidates should include original thoughts and opinions about their observations. Every opportunity should be taken to compare the child with others/norms. This can be in the form of sharing understanding with other peers, group work in class, or using text book norms for reference.

Conclusion and Evaluation

Candidates should produce a high quality evaluation that includes all aspect of the task. They should draw logical and relevant conclusions that relate back to their task title. They should identify and explain their strengths and weaknesses in their work and recommend improvements. If high marks are awarded it is necessary there should be a good standard of written communication throughout the whole task using specialist terms/terminology in a structured format is necessary.

Administration

Centres must provide clear annotation in the study to support the marks awarded.

Centres are advised to have dividers or clear headings between each assessment criteria.

Centres must securely attach the child study and clearly identify the candidate number and name to the cover sheet with the task title being clearly written on the cover sheet. These can be located on the OCR website and coded CSS318.

B013 Principles of Child Development Written Paper

The cohort of students taking this paper was quite small. The paper proved accessible to all candidates and gave opportunity for differentiation. It was pleasing to see a high number of candidates who had planned their extended response.

Questions throughout were well attempted and candidates gained good marks if they had revised well.

- 1 (a) Most candidates earned good marks, correctly identifying the toys with a suitable age. Some candidates muddled up 'shape sorter' and 'playdough'.
- (b) The terms 'norm' or 'milestones' were not always known. Many candidates wrongly gave 'development' as an answer.

Hint: Teach candidates to compile and use a glossary of relevant terms and meanings.

- (c) Candidates gave some good points, eg 'fun', 'can play with toys' and 'clean' but lost marks if they could not fully explain their answers.
- (d) Candidates could give some sort of description but failed to provide the correct names for the types of play. Incorrect answers seen were 'friendly play', 'artistic play', 'movement play' and 'learning play'.
- (e) (i) Well done by all, 'happy' and 'laughing' being popular answers.
- (ii) Again candidates provided many correct answers such as 'sad', 'angry' etc.
- 2 (a) (i) On the whole this was answered well with the correct terms given.
- (ii) If candidates failed to read the question and note the words 'other than structure' they lost marks for giving examples eg 'adopted', 'nuclear' etc. However, some good answers seen were 'size', 'culture', 'religion' and 'roles'.

Hint: Teach candidates to read questions carefully and underline key words.

- (b) In the main this was well answered. Some candidates lost marks if they gave a general description eg 'a group of people who love one another'.
- (c) Well done by the majority of candidates, 'home', 'food', 'warmth' and 'love' being the popular answers.
- (d) Many candidates could give some description of long and short term care but failed to name the types of foster care, or they could identify the type but not explain it. Better candidates correctly named and explained 'respite' and 'emergency' foster care. Weaker answers were descriptions of adoption or a comparison of fostering and adoption.

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- 3 (a) (i) Although the majority identified the figure of '44', many candidates scored no marks here as they omitted 'mg.' There was also some evidence of the incorrect unit of measurement being given ie 'g'.

Hint: Teach candidates to always add units.

- (ii) Well done by all.
- (iii) Again some candidates lost marks if they failed to give the units.
- (iv) Very poorly done by all. Few candidates knew that high levels of salt could lead to dehydration or damage to the kidneys in a new born baby.
- (b) Many candidates gave some good points, eg 'cap to prevent leakage', 'measures on the side to see how much baby drinks' and 'clear so can see bottle is clean'. Marks were lost if the candidate referred to the baby feeding itself with the bottle.
- 4 Some mixed responses here. A 'child seat', 'child door locks' and 'booster seat' were correctly identified but few details were given, candidates often gave rules for keeping a child entertained when in the car. However it was pleasing to see the correct terminology, 'child locks' given as a response rather than 'doors locked' Safety labels known were the Lion Mark, CE Sign and Kitemark but explanations of when and why they are used were limited, vague and generalised. 'Age' and 'low flammability' were explained better. A few candidates did not read the question properly and wrote about safety generally or safety in the home.
- 5 (a) On the whole there were some good answers seen eg 'iron', 'strong bones' and 'oranges'. Marks were lost if candidates gave 'healthy bones' or just 'bread' or 'cereals' without stating 'wholemeal' or 'wholegrain' in the answers.
- (b) Candidates who had read the question scored well with a wide range of alternative methods given eg 'water pool', 'TENS' and 'massage' were correct answers given. Marks were not given for 'gas and air', 'pethidine' or 'tablets'.
- (c) Well attempted by all candidates. Good answers seen were 'who', 'where' and 'how' with matching descriptions.
- (d) Some mixed answers here. Candidates who named 'cot', 'pram', 'steriliser' or 'baby bath' gained the marks. Others candidates incorrectly gave 'layette', 'cuddly toy' or 'clothes'. Some candidates lost marks if they failed to read the question and see that items had to be for a new born baby.

Hint: Teach candidates to take note of the child's age if it is given in the question.

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