

**GCSE**

**Home Economics (Child Development)**

General Certificate of Secondary Education **J441**

**OCR Report to Centres June 2015**

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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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## **B011 Controlled Assessment – Short Tasks**

### **General Comments:**

The cohort taking the specification was wide and varied. From the evidence seen, both the controlled assessment and the examination paper proved accessible to all the candidates and provided opportunities for a wide range of abilities to demonstrate their achievement. At the same time it provided differentiation. It was apparent that where teachers had a clear understanding of the specification the appropriate guidance and support was given to their candidates.

### **B011 Controlled Assessment – Short Tasks**

Candidates are required to complete three short tasks which must be taken from the latest revised board set titles found on OCR Interchange, these tasks cannot be adapted or changed. Candidates need to undertake tasks that will illustrate a range of skills and that are not repetitive; for example, two practical food outcomes are not acceptable.

The investigative task should be undertaken with a different approach to that of the practical tasks, and the use of visits, questionnaires, interviews with resultant written data, is recommended. Nutritional analysis with relevant conclusions can also be used to good effect. Centres can contact OCR for further advice prior to candidates embarking on their task.

Most candidates submitted short tasks of an appropriate length following the recommended allocated time of 7 hours per task. However, a few candidates submitted work that appeared to have taken considerably longer. A small number of candidates included large quantities of research, (this does not form part of the planning section). This research was incorrectly given credit.

### **Planning**

Best practice was evident by those candidates undertaking a magazine article, story board, book for a child's stay in hospital or game that included an annotated draft layout of how their outcome may be constructed. This encompassed different sizes, content, and relevant layout. Accurate plans demonstrated progression through the stages of working and were an effective tool for delivering this part of the planning section.

Safety aspects were considered by many candidates when carrying out their outcomes, this was especially evident in the comparisons of bought/home-made baby food for a 9 month old baby, and investigating baby changing facilities. Photographic evidence supported these tasks.

Candidates often spent insufficient time on planning and as a result plans were frequently brief. Some candidates were unable to explain their aims and objectives especially for any interviews or questionnaires that were planned. Candidates are also required to provide detail of the resources and how they were going to be utilised throughout the task.

There was a range of repetitive formats and templates that did not enable the candidates to achieve and show flair and originality. Although relevant to the task many candidates used them to give bullet pointed responses. It is important that any templates / proformas used only reiterate the assessment objectives and do not guide candidates in their response to the task. A number of candidates presented information from the internet but this was not fully utilised. Sources of information should be clearly referenced in the portfolio and/or in a bibliography.

Candidates were required to carry out a plan of action that was logical, concise, and which

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clearly identified the key priorities required to carry out the chosen task. This could have taken the form of a flow chart or step by step account and should have had sufficient detail for the candidate to carry out the planned work. This was vital for high marks to be achieved. Bullet pointed responses do not provide sufficient detail or imply in-depth understanding to meet mark band 3 criteria.

**Carrying Out – Organisation**

The range of written evidence to support the marks in this section continues to be improved. Best practice saw the use of diary logs, annotated photographs or screen shots or written prose of the work undertaken.

In this section there was some over marking of the written evidence to show that the work had been carried out. Some candidates had been given credit for this work based only on evidence of the research. Candidates must provide a written account with confirmation of the results of their practical outcome or investigations; together with clear annotation and/or photographic evidence.

In a number of centres there was a lack of detailed written evidence undertaken by candidates to support the work carried out. This is in addition to and separate from the evaluation section. Evidence is credited to the carrying out 'Organisation' section of the assessment criteria. 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 candidates provided outcomes of leaflets / articles (pre-conceptual care and breast v bottle) and there was a range of styles as to how the candidate undertook the task, together with a wide and diverse level of success. Other candidates produced high quality books for a pre-school child and/or game. These were evaluated with the intended child and results enhanced the evaluation section. Outcomes produced were usually engaging and successful.

Many candidates presented 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. Some work lacked a range of techniques across the three tasks. Candidates should undertake a variety of tasks to fulfil a range of different skills and techniques. Repetitive approaches to the three tasks should be discouraged as it does not enable candidates to develop and enhance their range of skills and techniques.

**Practical Outcomes**

Many candidates made full use of ICT skills to produce magazine articles. There was evidence of some excellent books, story boards and meals. However, many outcomes were not worthy of the full marks given by centres as there was insufficient relevant content, and the presentation lacked visual quality stimulus. Many teachers accepted poor quality content and finish, and often awarded mark band 3.

**Investigative Outcomes**

There was an increase in the quality of the investigative tasks; many encompassed a high level of investigative approaches and techniques. Baby Travel system and Baby Changing facilities were of a high standard when candidates had planned what they were going to investigate and clearly outlined what their intended outcome was going to be. Restrictive grids should be avoided as it prevents the most able candidates developing their creativity as they are virtually just listing the what, when and why'.

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A large number of outcomes in the investigations showed a range of detailed results and significant numbers of candidates were able to produce evidence of both investigative techniques and meaningful results. However, a number had simply produced a meal suitable for a child of four, with no evidence of an investigation. Evidence of a nutritional analysis from a food programme should be supported with a written explanation to the contents. It is important that the investigative task should include a range of detailed and accurate results. This can be through testing with comparisons, culminating in a survey with appropriate conclusions. The aim of a survey must be included in the planning section of the task. Some surveys were excellent with detailed questions; however many were too brief and contained only closed questions. The use of ICT for this section of the short task is strongly encouraged, particularly for resultant data.

### **Evaluation**

Many candidates were able to evaluate all sections of their work and most gave some strengths and weaknesses with suggested ways to improve the task. However, some candidates did not review the whole task. Evaluations were sometimes descriptive but not evaluative and some centres were over-generous when crediting marks in this section.

Candidates who had used written evidence effectively as part of the execution section had also grasped the concept of the overview of the whole task in the evaluation. In consequence evaluations were then produced containing relevant high quality written prose.

Weaker candidates tended to explain why they had carried out the practical in the evaluation, rather than addressing the strengths and weaknesses of the task. Marks should only be awarded for the quality of the response and not the quantity. Candidates were required to identify their strengths and weaknesses in all areas of the task, not just the practical outcomes. They were also required to suggest ways to improve on their strengths and weaknesses, and draw conclusions from their work. It was expected that any results should be collated, interpreted and linked back to the task title. All the aforementioned work had to be undertaken independently for full marks to be awarded.

### **Administration**

The use of OCR Interchange for the submission of marks by centres, the auto checking and updating of arithmetical errors and feedback reports greatly assists in the administration of the moderation process; however, there was an increased number of clerical errors. There was good use of 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. However, there were many centres where task titles were not identified or numbered and the investigation had not been highlighted. 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.

Witness statements were included in the vast majority of work. Best practice was seen where detailed annotation to support and justify the marks being awarded was apparent. Where the mark band was just circled with no supporting comments it was not always clear why and where marks had been awarded.

# B012 Controlled Assessment – Child Study

## General Comments

In order to fulfil this unit candidates are required to complete one Child Study. They are required to select one of the 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. It should be noted that emotional development is not a set theme and in consequence must not be used.

## Research

Candidates should construct task titles that enable them to address all the assessment criteria. They need to include a clear rationale and justify their choice of topic. The majority of candidates supported their task title by including several reasons for their choice. Most candidates had produced their own focused task title that was written as a question and only covered one area of development.

Candidates provided a range of appropriate sources of information, both primary and secondary, to use for their research. However, this should have been supported by candidates referencing their sources of information, either in the body of the study or as a bibliography.

Initial research to explore the child's background and other relevant information was frequently undertaken through an interview and/or questionnaire with the parents of the child that was going to be studied. Most candidates carried out detailed research on the development area chosen using a range of suitable secondary sources of information. Most popular resources were books, internet and interviews. Some candidates used a good variety of sources of information, relevant specifically to the age and area of development. It is important that candidates do not just include photocopies or printouts, without highlighting and explaining the relevant information. Internet downloads; printouts and photocopied sheets on PIES should be used with care or avoided. Very few candidates were able to demonstrate an understanding of the information gathered by providing a comprehensive summary. In the work of many candidates there was little to connect the suggestions of ideas to the research. Candidates should be encouraged to be selective in the research carried out and then to summarise their findings prior to selecting and planning the observations.

Background information of a personal nature should not be included as it often breaches confidentiality if they include surnames and addresses. Full-frontal photographs showing the child's face should also be avoided.

Good practice was evident where candidates produced a clear outline of the steps to be carried out in the task at the end of the research section. This was often undertaken as a specification, 'what steps next', plan of action or flow chart. Candidates must undertake the majority of this work independently and show a high level of understanding if they are awarded mark band 3.

## Selecting and Planning the Observations

The minority of candidates used the research previously undertaken in the planning section to identify and produce a range of possible ideas for their observations. Research had not been collated and assessed as to its suitability. Some candidates fully considered and justified the range of methods for their observations and there were some links to the task title and area of development.

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Candidates should focus on planning a number of different methods of recording their observation and preparing recording sheets prior to their observations. In a number of centres there is still some confusion about the difference between methods of observation and methods of recording observation. The majority of candidates constructed accurate and detailed plans; however, there was a propensity for these to be over marked. Best practice was identified when a variety of methods to record the results of the observations were included together with clear reasons for choice.

### **Practical observations**

It is suggested that five/six observations are undertaken. In some cases there was good practice seen with each observation having a different focus that related clearly to the area of development chosen. Visits were recorded accurately using the recording sheets constructed in the previous section. Candidates achieved higher marks when they included strong evidence of each observation supported by teacher annotation to justify the marks awarded. Where candidates had written up each observation after the visit, the evidence showed that they were able to remember what had been seen and apply their knowledge. They could also easily relate their understanding to the development area being studied, and were able to include their own judgements, opinions and views. This was then credited in the 'Applying Understanding to Observations' in the 'Outcomes' section of the assessment criteria.

Best practise was demonstrated by a clear record of each visit with detailed and knowledgeable observations. The use of annotated photographs of the child and activities together with record sheets were positively used as evidence.

### **Outcomes**

Best practise was when research by candidates was clearly evident both in records of observations and by referencing specific sources of data from the research. This was best achieved by completing an additional section for this, though it should be stressed that it is not intended to be a duplication of the observations themselves.

Some candidates were able to demonstrate that they had understood and applied their knowledge to what they had observed and how it related to their child and the area of development. Less able candidates had not included original thoughts and opinions about their observations but written brief descriptive accounts. They had not always taken every opportunity to compare the child with others/norms. This could have been demonstrated by sharing their understanding with other peers, group work in class, or using text book norms for reference. This should ideally be presented as a written account or in tabulated format.

### **Conclusion and Evaluation**

Some candidates produced a high standard evaluation that included all aspects of the task. They drew logical and relevant conclusions that related back to their task title. Best practice was seen when candidates referred back to their title and answered the question they set themselves. Most candidates were able to identify and explain their strengths and weaknesses in their work and recommend improvements. However, the weaker candidates gave a descriptive rather than an evaluative account.

Candidates should not produce unnecessary amounts of repetition of earlier parts of the study by re-writing their visits again and reviewing the child's performance rather than drawing conclusions about the success of their own observations and performance.



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To achieve high marks candidates are expected to use a good standard of written communication throughout the whole task using specialist terms/terminology in a structured format.

**Administration**

Centres must provide clear annotation in the study to support the marks awarded. They are advised to have clear headings between each assessment criteria. Centres must securely attach the child study to the cover sheet with the task title, candidate number and name being clearly written on it. These can be located on the OCR website under the forms heading. The correct sample for moderation must be sent. A number of centres sent the same candidates for both B011 and B012 even though different candidates were selected. There was a significant increase in the number of clerical errors this year. Centres should take utmost care to input the correct marks for their candidates.

# B013 Principles of Child Development Written Paper

## General Comments:

The question paper was accessible to all candidates giving a sense of achievement in being able to attempt or answer the majority of questions. Most candidates had planned well for the paper and there was a good variety of questions giving opportunity for differentiation. Generally marks were lost through candidates not reading the question carefully or giving responses that were too vague and lacking descriptions where these were required.

For the free response question it was evident that candidates who planned their responses were able to give detailed factual information demonstrating good written communication skills with the use of correct terminology and depth and breadth of knowledge. Questions throughout the paper were well attempted by all.

## Comments on Individual Questions

1a This question enabled the majority of candidates to achieve full marks.

1bi Correct responses given were linked to 'intellectual skills'. Common incorrect answers were 'brain skills' and 'skills children develop'.

1bii When candidates provided a correct answer it was linked to 'an idea.'

1biii Reasonably well answered. Most candidates appeared to understand it was about how people view themselves. 'How the child feels about themselves' and 'how you value yourself' were common correct responses. Marks were not gained if examples such as having confidence/not being shy etc were given.

1biv Well answered by most candidates. The mark was usually awarded for a reference to 'brothers and/or sisters.'

1ci . The most common correct responses were 'tired', 'not getting their own way', 'attention seeking' and 'jealousy'.  
Some candidates did not receive full marks because they repeated statements linked to 'not getting their own way'. Where a question asks for three ways and a candidate gives more answers than required, only the first three will be marked. Any other answers will be annotated as 'seen' but not awarded any marks.

1cii Most candidates gave good responses. 'Time out' was a popular correct answer as was 'ignoring the tantrum'. 'Leaving the child alone', 'punish child' or 'send to room' were not awarded marks.

2a Candidates answered this well with nuclear, extended, lone or single parent and reconstituted families. Fostered and Adopted families were mentioned but not well explained.

2bi Well answered. Most candidates with correct responses focused on keeping small objects from the child's reach and the importance of supervision.

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2bii Very well answered. 'Locked', 'high cupboards', 'out of sight of children', featured in the majority of correct responses. In some responses the question had been misinterpreted to mean the safe storage of medicines rather than the potential danger to child.

2ci, ii, iii –Very well answered only a few candidates did not achieve full marks.

2di When answered correctly 'Lion Mark' was given as the answer. Some responses referred to the safety of toys in general.

2dii This question seemed to differentiate effectively. 'CE', 'kite mark' and 'the flammability symbol' were the most common correct responses.

3 This question clearly demonstrated differentiation.

Some responses provided an excellent range of the different types of day care provision available for children and many suggestions why parents may use this provision. Good examples of day care being 'child minder', 'play group', 'crèche' and 'relatives'. Some candidates provided incorrect answers referring to 'nursery', 'babysitter' or repeating the question and referring to 'day care' or 'day care centres'. Other candidates correctly identified the day care provision but gave inaccurate descriptions.

In the second part of the question many candidates correctly identified different reasons why parents may use child care such as 'to work', 'time to themselves', 'to do jobs', 'prepare the child for school', 'develop social skills' and 'learning' but often could not explain these further.

4a This was not answered well. Candidates could correctly identify the Moses basket as newborn but the other two items were on the whole incorrect. Many candidates misread the question stem and gave answers that were ranges of ages rather than a specific age. The ages for the bouncer and high chair were sometimes given for a much older child.

4b On the whole this was well answered and demonstrated clear differentiation. Common correct answers were 'easy to clean as babies make lots of mess', 'sturdy so it doesn't fall over' and 'straps so the baby cannot fall/climb out'. Incorrect answers covered 'comfort', 'size' and 'age of the child'. Full marks could not be awarded if explanations were not given.

4ci Candidates who knew the correct terminology gained a mark, a 'baby gro' was the most common incorrect response.

4cii The most common correct response was that 'washing wasn't necessary'. Vague statements about 'easy to use', 'quick', 'cheap' needed further qualification to gain any marks.

4d Correct answers were mainly 'heart rate', 'skin colour' and 'head circumference'. Responses that referred to 'height' and 'weight' were not allowed as these would not be carried out by a doctor.

4e Some candidates knew the term 'post natal'. Often the answers were 'pre natal' 'ante natal' 'neonatal' and 'newborn'.

5ai Candidates who knew this gained marks for 'diphtheria' and 'tetanus'. Pertussis/whooping cough was a less common answer and polio was often named instead of pertussis.

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5aii Generally well answered although chicken pox was mentioned often. The majority of candidates correctly answered this questions with 'mumps', 'measles', 'rubella', 'meningitis' and 'flu'. Some candidates incorrectly used the term MMR which is a vaccine and not a disease.

5aiii The majority of candidates correctly answered with 'vaccinations in the mouth'. There was some confusion about injecting into the mouth by a minority of candidates.

5b The majority of the candidates gained full marks for this question.

5ci Most candidates answered this well and achieved both marks. Incorrect answers focused on 'healthy' bones, teeth and bodies.

5cii Most candidates correctly named 'fish' and 'meat' but eggs, milk and cheese were not often offered as a response.

5ciii This question was not answered well as many candidates showed knowledge of vegetable names rather than vegetable protein. Good responses seen included 'lentils', 'Quorn', 'nuts' and 'beans'.

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