

GCSE

Home Economics (Child Development)

General Certificate of Secondary Education **J441**

OCR Report to Centres June 2016

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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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Overview

The candidates entering this specification were wide and varied in capability. From the evidence observed, both the controlled assessment and the examination paper proved accessible to all and provided opportunities for a wide range of abilities to demonstrate their achievement. At the same time this provided a degree of differentiation. It was apparent that where teachers had a clear understanding of the specification, the appropriate guidance and support was given. Candidates benefitted when they applied the knowledge gained from their controlled assessments to the examined unit.

B011 Controlled Assessment – Short Tasks

The majority of candidates had followed the current OCR practical and investigative tasks with no adaptations. However, there were a small number of centres who submitted work where the previous OCR set titles had been used. Candidates are required to complete three short tasks which must be taken from the OCR 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 from the practical tasks, the use of 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

Popular tasks titles included practical; breast and bottle feeding, a book for a pre-school child, and a planned stay in hospital. In the investigative tasks; choosing baby travel equipment, baby food and baby changing facilities. Good practice was shown by those candidates undertaking a leaflet, book or magazine article including an annotated draft layout of how their outcome may be constructed. This included different fonts, colour, relevant layout and content. 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 and investigating baby changing facilities. Photographic evidence supported these tasks.

Candidates often spent insufficient time on planning as resultant plans were often brief. Some candidates were unable to explain their aims and objectives or provide any detailed indication of the resources and how they were going to be utilised throughout the task.

There were some teacher based pro formas that did not enable the candidates to achieve and show originality. Although relevant to the task many candidates used them to give bullet point responses. It is important that any pro formas used only reiterate the assessment objectives and do not guide candidates in their response to the task. In addition many candidates gave website addresses with little or no explanation of use or relevance.

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Candidates were required to carry out a plan of action that was logical, concise, and which 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 successfully. This was vital for high marks to be achieved.

Carrying Out – Organisation

Good practice for this element was provided by the use of written prose, diary logs, tabulated charts or annotated photographs of the work undertaken or a section linked to the plan of action. However, many candidates were unable to provide the evidence necessary to show that they had followed their plans.

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 work being carried out 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 completed. 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.

A number of candidates provided outcomes of leaflets (healthy pregnancy and breast v bottle) and there was a range of styles as to how the candidate undertook the task. This resulted in wide and diverse levels of success.

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.

Practical Outcomes

Many candidates made full use of ICT skills to produce engaging book, leaflets and magazine articles. There was evidence of some excellent booklets and meals. In contrast to previous years, content and finish were frequently of high quality and warranted high or even full marks.

Investigative Outcomes

The outcome in the investigations did not always show a range of detailed results and a significant number of candidates were unable to produce evidence of any investigative techniques, or meaningful results. 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 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. Where questionnaires were used they were not always relevant to the topic. In addition some candidates included multiple copies which were not required.

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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 response in the evaluation.

Weaker candidates tended to explain why they had carried out the outcome 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 of how 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 have been undertaken independently for full marks to be given.

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 assist in the administration of the moderation process. However, there was a significant increase in the number of clerical errors. Centres should ensure that the correct sub totals and totals are accurately transferred onto Interchange. Good use of secured cover sheets to each of the three short tasks was provided. Detailed annotation on the front cover sheet was usually relevant and justified the marks being awarded. In some centres the task being used had not been 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. Large items of practical work should **not** be sent for moderation; photographic evidence is sufficient.

B012 Controlled Assessment – Child Study

In order to fulfil this unit candidates are required to complete one Child Study. Candidates are required to select one of the OCR set themes on which to 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 an OCR 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 as to why they have chosen their topic. The majority of candidates supported their task title by including several reasons for choice. Many 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, which included both primary and secondary to use for their research. A number of centres encouraged candidates to use several sources of information, record them separately and bring them together in a summary avoiding numerous pages of downloaded information.

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 to be studied. 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. 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.

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. 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.

Selecting and Planning the Observations

A 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. The majority of candidates constructed accurate and detailed plans; however, there was a tendency 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 to six observations are undertaken. In some cases good practice was seen, with each observation having a different focus that related clearly to the area of development chosen and the child being observed. Visits were recorded accurately using the 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

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marks awarded. Where candidates had written up each observation after the visit the evidence indicated that they were able to remember what had been seen and relate their understanding to the development area being studied, including their own judgements and views. This was then credited in the 'Applying Understanding to Observations' in the 'Outcomes' section of the assessment criteria.

Outcomes

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

Conclusion and Evaluation

High quality evaluations were seen where all aspects of the task were reviewed in detail. Logical and relevant conclusions were drawn that related back to the task title. 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. 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

There was a marked increase in the number of clerical errors this year, centres must take care to avoid such errors which can, if undetected, cause detrimental and unfair results to some candidates. 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 under the forms heading.

B013 Principles of Child Development Written Paper

General Comments:

The question paper proved accessible to all candidates giving a sense of achievement in being able to attempt or answer the majority of questions which covered all aspects of the specification.

There was a good variety of questions giving opportunity for differentiation throughout the paper.

Generally marks were lost through candidates giving responses that were too vague and lacking descriptions where these were required or not reading the question carefully enough.

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

It was pleasing to see that relevant information and concepts developed during coursework components had been applied to some questions in the written paper.

Comments on Individual Questions

1ai The majority of candidates were able to identify the two hormones found in the combined pill. There were a few responses that incorrectly named the hormone FSH.

1aii Most candidates gave at least one correct answer with common responses including 'does not protect against STIs', 'not effective if taken late', 'has to be taken at the same time every day'.

1aiii Well answered. Candidates gave three correct responses from a range of answers on the mark scheme. If the question, which referred to contraception available to women, had not been read correctly answers sometimes included 'condoms' (not female) which was an incorrect response.

1b The majority of candidates correctly matched the words to the statements.

1ci Well answered. Most candidates knew that extended family meant family/ relatives living nearby. A few candidates incorrectly related their answers to step families.

1cii Candidates gave some good responses which related to the advantages of having an extended family living nearby. Common responses often referred to 'looking after the child', 'financial support' and 'allowing the parent to work'. 'Support' was sometimes given as an answer but was not qualified so failed to gain a mark.

2a The majority of candidates correctly identified four good sources from those given although some candidates answered that oranges and lettuce were good sources of protein.

2b This question differentiated effectively. Many candidates gave good answers relating to 'birth choices', 'diet', 'looking after the new-born baby', 'asking questions', 'meeting other prospective parents' and the 'partner's role'. Marks were lost if candidates confused classes with clinics or explanations offered were vague.

2c The majority of candidates correctly identified the labels.

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2d The most popular answer was 'stair gate'. Some responses included safety items that did not prevent falls or gave general safety rules.

3 A range of marks was seen across this question which clearly demonstrated differentiation.

The first part of the question was answered well with the majority of candidates noting the stages in the correct order and using a wide range of technical terms which were described with full understanding e.g. 'crowning,' 'mucus plug,' 'waters breaking.' Explaining the examinations carried out on a new baby was not always answered as fully with many list-like answers and weak descriptions. The APGAR score was explained particularly well by those candidates who named it. In some responses the reflexes were given in detail but then little else in the way of other examinations.

4ai, ii, iii Very well answered and most candidates achieved full marks.

4b Majority of candidates answered correctly.

4c A good question where candidates were awarded a spread of marks. The most common answers made reference to 'bullying', 'finding it hard to make friends', 'low self-esteem', 'lacking confidence' and the 'inability to take part in physical activities'. Some answers, 'diabetes', 'can't join in,' 'health problems', were too vague for a mark to be awarded.

4di This question seemed to differentiate effectively and was well answered by those who understood the term. However, many candidates confused incubation period with an incubator or with placing a child in isolation or in quarantine.

4dii Well-answered with 'digital', 'strip' or 'ear thermometer'. Some answers related to other parts of the body where temperature taken and was not awarded marks.

4diii Very well answered. Most candidates gained marks for answers concerning dosage or safety.

'Locked', 'high cupboards', 'out of sight of children', or 'follow instructions' featured in the majority of correct responses.

4ei Many candidates correctly identified the NHS as a provider. Free education was given as a service, but could not be awarded the mark unless they stated the *provider* of these services.

4eii On the whole this was reasonably well answered and demonstrated clear differentiation. Candidates who gained marks in the main knew 'child benefit', 'free school meals' and 'housing benefit'. Most candidates were able to gain some marks. Popular answers were 'child benefit', 'free school meals' and 'working tax credit'. Responses that gave descriptions or failed to accurately state the title of the benefit were not credited. Family allowance was also seen in a few responses.

4f When marks were gained it was for 'relative', 'school', police, and 'doctor'. A number of candidates lost a mark because they answered 'social services' rather than 'social worker'. Some named two professionals which could only be credited once.

5a A good lead-in question which enabled the many candidates to achieve full marks, with the majority referring to 'feeding', 'talking to' and 'cuddling'. Marks were lost if the key phrase 'in the first few weeks after birth' in the question had not been noted and answers were not appropriate for the age of the baby, such as 'taking for walks' 'days out' and 'playing games'.

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5bi Generally the first three types of play were answered well. Exploratory and Manipulative play were less frequently identified or often misidentified as Intellectual play.

Q5bii The most common correct answers given were 'Solitary', 'Parallel' and 'Looking on'. Incorrect answers given were based on PIES or giving descriptions of other types of play. The key words in the question are 'stages of social play' and answers had to refer to social play only.

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