

# **Child Development**

Entry Level Certificate R350

## **OCR Report to Centres**

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**June 2012**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this report.

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## General Comments

In this first full complete year of the new specification it most centres had embraced the course with suitable tasks and outcomes. Centres enabled their candidates to complete three tasks in total, two short tasks and one developmental task. Candidates undertook the two short tasks where they focused on demonstrating different practical skills and knowledge. For further clarification of content of what is required, centres should refer to the list of ten possible Short Tasks titles in Appendix C of the OCR specification.

Centre's submitted one Development Task where they plan the task in which they can enable their candidates to assess a variety of skills: research, selecting and justifying choices, planning, practical work and evaluation. These tasks must be selected from the eight Development tasks supplied by OCR in Appendix C of the specification.

In most cases Centres followed procedures correctly, with good evidence of work and written results of outcomes from candidates throughout each task. It was positive to see the outcomes either in the form of books, leaflets and many supported by digital photographs. It was also encouraging that Centres were awarding appropriately for the work, where support has been identified, and higher marks for candidates who had worked independently. Most candidates were entered appropriately and Centres had assessed the correct levels when marking candidates work. It is most important that centres annotate work to highlight the amount of support that each candidate has received, especially if this has involved any extra guidance and help. Annotation should also include the support given by any teaching assistants, and if marks are awarded for oral discussion. If there is no written evidence Centres need to record this on the cover mark sheets so that moderators are aware how and why the marks were awarded. If the candidate has given work orally which has been written down by someone else, this too must be recorded. However, please note that candidates should not be awarded high or full marks on this occasion. The cover sheets for the Short Tasks CCS349 and Developmental Task CCS351 can be downloaded from the OCR website and are a requirement for all entries.

Planning and conclusions should be relevant to the task and not generalised so that points raised could relate to all or any tasks. Additionally, awarding high marks for the execution of tasks with little or no evidence should be avoided.

It is advised that centres make sure their candidates emphasise the area of development that they are focusing on, and give their reasons for this selection.

## Short Tasks

Planning must be the candidates work and not teacher handouts, it should include the whole task from starting point to conclusions. In some cases conclusions were initially focussed on the task but degenerated into 'generalities'. Phrases; "I am pleased with my work", "I would not change anything", "my plan helped me throughout" or "my plan helped me for what I needed to do", are not concentrated on the task and are only marginally informative. High marks should not be awarded for these 'types' or include comments, unless they have been qualified and justified.

The evaluation should be a summary of what they have discovered from their work, a comment on strengths and weaknesses, and how and why these helped the candidates to reach their conclusions. They should not be vague or superficial statements.

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Candidates should be supported and guided by referring to the whole task and when planning their work. If questionnaires are being used, only one copy is required with appropriate conclusions.

Evidence of outcomes should be included. In some cases photographs were not always attached with the work and therefore the moderator had little evidence of the quality of the finished outcome. In most cases leaflets and posters were included as evidence of candidate's achievements in the execution section. Levels of ICT were positive and these skills used to enhance the presentation and outcome of work. In addition a variety of software programs using ICT had been used.

Adequate annotation should be provided by Centres in order to show exactly how much help and guidance has been provided to each candidate.

### **Developmental Task**

There are many marks given to the Developmental Task to allow for differentiation. However, some centres approached this task in a similar way to the Short Tasks which meant that there was insufficient depth in the completed task for the mark allocated. (Short Task total marks 20 each task, Developmental Task total 60 marks).

Candidates appeared to enjoy the challenges of the task and achieved a positive result. It is the most demanding of the coursework tasks and candidates need to have some knowledge of the areas of development, and have an understanding of development progress, before embarking on the production of the task. Centres should note that the task should be aimed at a child between the ages of 0 to 5 years.

There must be evidence from the candidate as well as the teacher for marks to be awarded, especially at the higher end of the mark range.

In the Research section (top box) in the marking criteria, the word "explain" is stated, therefore to achieve high marks more detail was needed than just how an item met the task. Candidates were expected to go on to name their skills, how these will help them complete the chosen task, and include the relevant area of development.

Marking criteria in the planning section stated "describe" the item. This must be interpreted as amplification of the task and not just a statement 'I will make a book'. A full description of what is being produced were expected to be evident. Skills and safety points should have been addressed especially as these were not always found in the work. Candidates should be well prepared with guidance in the planning section in order to produce a worthwhile plan as this is important in helping candidates to achieve a positive outcome.

The allocation of marks in the conclusions and evaluation section is 15, and therefore the work must reflect this high apportionment of marks. It should not be marked at an identical level for the quality of response as given for the Short Tasks where the allocation of marks is only 4. Conclusions should be relevant to the task with clear evidence of how this task worked and the suitability for the child or children.

Those candidates who achieved positively were encouraged to take every opportunity to test their item with an intended user. Candidates who undertook such testing were able to produce a conclusion with tangible evidence to support their comments.

Good practice would be followed if a photograph of the child using the item was included, however, full face photographs must not be submitted due to protecting confidentiality.

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There were a variety of pro forma's and writing frames to aid candidates, and most centres seemed to make use of them appropriately. These can be very useful to the candidates and can help them to maximise their achievement whilst minimising written content. However, credit should be linked to the assessment criteria when these pro forma's and/or writing frames are used, especially if work has not been undertaken independently.

Centres could support their candidates' in the Development Task for future years by:

Including more evidence of planning, research, findings, methods etc. throughout, and not just simply a statement e.g. 'I will do...', 'This will help the child', or 'I can use my skills'. These are insufficient and should be qualified when used.

Including more details in the research section, this should not be just how an item meets the tasks.

Naming their skills and how these will help with the chosen task and identifying the safety aspects.

Conclusions should be relevant to the task with evidence of how this task worked for the child or children. A photograph of the child using the item is encouraged (note confidentiality issues). Full face photos should not be included.

### **The Application of the Assessment Criteria**

Centres should continue to become familiar with the assessment and marking criteria provided by OCR before embarking on each internally assessed task.

It is important that Centres record all verbal responses to ensure that the Moderator knows exactly what the candidate has commented on, especially if no written, photographic, or graphic evidence is available to support the marks awarded. There is a Candidate Task Sheet provided in the specification to help with this recording.

The recording of the amount of support each candidate has received by annotation is vital for moderation purposes. This should include details of any Teaching Assistant guidance/support that has been undertaken.

Throughout all assessment areas Centres should give candidates direct support and guidance.

Genuine annotation is far more helpful than simply copying or highlighting statements from the assessment criteria.

