

Child Development

Entry Level Certificate **R350**

OCR Report to Centres

June 2013

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, Cambridge Nationals, Cambridge Technicals, 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.

© OCR 2013

CONTENTS

Entry Level Certificate

Child Development (R350)

OCR REPORT TO CENTRES

Content	Page
R350 Child Development	1

R350 Child Development

General Comments

Most candidates undertook suitable tasks and were able to achieve appropriate levels. Candidates undertook the two Short Tasks where they focused on demonstrating different practical skills and knowledge, and submitted one Development Task where they planned the task that enabled them to assess a variety of skills: research, selecting (which included justifying choices), planning, practical work and evaluation.

The majority of candidates followed procedures correctly, with good evidence of work and written results of outcomes throughout the three tasks. The outcomes were either in the form of books, leaflets or meals; many were supported by digital photographs. Most candidates had been assessed at the correct level.

Where candidates had received extra support, for example, by a teaching assistant providing extra guidance and help, best practice was seen where this was highlighted on the portfolio. Where candidates gave oral answers or discussions with members of staff, good practice was seen when this was recorded by annotation on the cover sheets.

Where photographs of children are included as part of the evidence, care should be taken to maintain confidentiality.

Short Tasks

The best evidence showed that candidates' planning was their own work rather than based on teacher hand-outs. The planning should include the whole task from starting point to conclusions. Poor practice was evident when candidates initially focused on the task but then moved into 'generalities' with comments, for example, "I am pleased with my work", "I would not change anything" or "My plan helped me for what I needed to do". High marks were not awarded for this level of response unless they had been qualified and justified.

The evaluation should be a summary of what candidates discovered from their work, it should include a comment on strengths and weaknesses and how and why these helped the candidates to reach their conclusions. Poor practice was evident with vague or superficial statements.

Best practice was seen where candidates referenced the whole task when planning their work. When questionnaires were used, only one copy was included with appropriate conclusions.

Outcomes were in the form of leaflets, posters and food dishes. ICT was used to enhance the presentation and outcome of work by the use of a variety of software programs.

Good practice was provided in the planning and conclusions sections as responses were relevant to the task and not generalised. This supported the points raised and could be related specifically to the work.

Adequate annotation was provided and in addition this included how much help and guidance had been offered to each candidate.

Developmental Task

Some candidates approached this task in a similar way to the Short Tasks which meant that there was insufficient depth in their completed task for the mark allocated.

Most candidates appeared to find the Developmental Task more demanding than the Short Tasks. Most candidates were able to show some knowledge of the areas of development, and had an understanding of development progress. Candidates adhered to the criteria aiming their work at a child between the ages of 0 to 5 years.

At the higher end of the mark range there was some good work that was supported by written comments and annotated photographs, clearly showing how marks had been awarded. Good practice was seen in the recording of candidate oral responses by teachers where no written evidence was available. This supported the moderator as it made them aware of why the marks have been awarded.

Candidates emphasised the area of development that they had focused on and gave reasons for this selection.

In the research section good practice was seen with candidates including details of how their item met the task requirements. Candidates then went on to name their skills and how those helped them complete their chosen task in the relevant area of development.

Candidates provided a full description of what was being produced; health and safety points were addressed. A number of candidates were given direct help and guidance in the planning section to enable them to produce a worthwhile plan which was important in helping them achieve a positive outcome.

The allocation of marks in the conclusions and evaluation section is 15, and this was reflected in the work. Conclusions were relevant to the task with clear evidence of how the task worked and the suitability for the child or children.

Those candidates who performed well had tested their item with an intended user. Candidates who undertook such testing were able to produce a conclusion with tangible evidence to support their comments.

There were a variety of pro-formas and writing frames to aid candidates and most candidates made use of them appropriately. These assisted the candidates and supported them in maximising their achievement. Where candidates had needed to use pro-formas, most centres had correctly taken this into account when giving marks for independent work.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)

Head office

Telephone: 01223 552552

Facsimile: 01223 552553

© OCR 2013

