OCR
Oxford Cambridge and RSA

ELC

Child Development

Entry Level Certificate **R350**

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.

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

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General Comments:

Most candidates undertook suitable tasks and were able to achieve appropriate levels of attainment for this qualification. Candidates undertook the two Short Tasks where they focused upon demonstrating different practical skills and knowledge. The majority submitted one Development Task where they planned the task that enabled them to assess a variety of skills: research, selection (with justification), planning, practical work and evaluation.

The majority of candidates carried out correct procedures, and there was good evidence of work and written results of outcomes throughout the three tasks. The outcomes usually comprised of books, leaflets or meals, and many supported were supported with 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 this was highlighted on the Unit Recording Sheet. This is considered to illustrate best practice. Good practice was also seen where oral answers or candidate discussions with members of staff were recorded on the cover sheets with annotation..

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

Short Tasks

Planning must be the candidate's own work,not teacher worksheets; it 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 liked my work", " No changes were needed" 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 justified and qualified.

A summary of what candidates discovered from their work should be included in the evaluation. It should include comments on strengths and weaknesses and how and why these helped the candidates to reach their conclusions. Some vague or superficial statements were evident. Theseshould be awarded Level 1 response.

However, 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, displays and food dishes. Increasingly 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 where 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. Many candidates were able to show some knowledge of the areas of development, and had an understanding of developmental 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 justified the marks that had awarded.

Candidates were able to emphasise the area of development that they had focused upon and gave reasons for this selection.

In the research section good practice was seen where candidates included 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. This is considered acceptable as it encourages candidates to gain accreditation.

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.

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