

ELC

Child Development

Entry Level Certificate **R350**

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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General Comments

It was encouraging to see that candidates had undertaken suitable tasks and achieved positively. Candidates undertook the two short tasks where they focused on demonstrating different practical skills and knowledge. Candidates 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.

Most of the entries for this specification are candidates where a written examination was not the appropriate option.

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 and meals; many were supported by digital photographs. Most candidates had been assessed at the correct level.

It is important that candidates who had received extra support, for example, by a teaching assistant providing extra guidance and help, that this help was highlighted on the portfolio. If candidates provided oral answers or had discussions with members of staff, good practice was this being recorded by annotation on the cover sheets.

Short Tasks

Candidates should plan their own work and not rely on teacher handouts. The plan should include the whole task from starting point to conclusions. Examples of poor practice seen included situations when candidates initially focussed 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 was a summary of what candidates had discovered from their work, it included 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 with no real evaluation.

Candidates were supported and guided by referencing to 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

There were many marks given to the Developmental Task to allow for differentiation. However, some candidates are approaching this task in a similar way to the Short Tasks which means that there was insufficient depth in their completed task for the mark allocated.

Candidates enjoyed the challenges of the task and achieved a positive result. It is the most demanding of the coursework tasks and candidates were able to show some knowledge of the areas of development, and have an understanding of development progress, before embarking on the production of their task. Candidates adhered to the criteria aiming their work at a child between the ages of 0 to 5 years.

Good practice was evident from both the candidate and the teacher for the marks that were awarded, especially at the higher end of the mark range. Poor practice was evident when there was no annotation in the format of written comments and/or annotated photographs . to support the marks awarded

The recording by the teacher when a candidate had given oral responses but no written evidence was available, and supported the moderator as it made the moderator aware of why the marks had been awarded.

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

Good practice was seen in the Research section with candidates including details of how their item meets the task requirements. Candidates then went on to name their skills, how these could help 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. This was important in helping them to achieve a positive outcome.

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 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.

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 whilst minimising written content. The level of credit was linked to the assessment criteria when these pro formas and/or writing frames were used, especially for work which had not been undertaken independently.

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