



**Cambridge National**

**Child Development**

Level 1/2 Cambridge National Certificate in Child Development **J818**

**OCR Report to Centres June 2017**

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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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## R018 Health and well-being for child development

### General Comments:

This was the first series of the examination unit R018. The majority of candidates answered all the questions and a wide spread of marks was achieved. Marks ranged from candidates achieving Level one through to those gaining over 70 marks.

Time appears to have been used effectively. Longer answer questions were fully attempted suggesting that candidates had enough time to produce their responses. Most candidates were able to complete all of the questions on the examination paper itself with few using the extra pages at the back of the script or requiring additional answer books.

Many candidates had been well prepared for the examination and were able to apply their knowledge to produce appropriate, well-structured, responses correctly using terminology from the specification. For Section A questions, that are context based, many candidates produced quality responses that clearly related to the context provided. This enabled them to achieve high marks.

The candidates achieving higher marks demonstrated an understanding, and familiarity with, the question command verbs combined with appropriate knowledge of the specification content. It was however evident that some candidates seem to lack key knowledge and terminology for aspects such as children's intellectual needs, pain relief when giving birth, delivery methods, reflexes and safety labelling. This knowledge is necessary for the unit and candidates should be familiar with, at the very least, key facts about these topics.

Many candidates did not respond to the command words in the question. Although it was clear that they possessed knowledge some were unable to gain high marks as they did not do what the question asked. Centres need to guide candidates about the command verbs in the questions – identify, describe, explain, analyse etc. For example, producing a list of ways parents can teach a child to cross the road safely, when an 'explanation' of ways has been asked for, will not achieve level 3 marks.

A number of scripts proved challenging to mark due to the poor handwriting. This can be difficult for examiners to decipher and candidates should be encouraged to write as clearly as possible so that they can gain full credit for their responses.

### Comments on Individual Questions:

Question No.

1(a)

There were a large number of incorrect responses which ranged from 2 days to 3 years. Many thought that fertility would return straight away or within a matter of days. A definite gap in candidates' knowledge.

1(b)

Correctly answered by the majority of candidates. A few candidates ticked two boxes and so did not gain the mark.

1(c)

Excellent responses with many candidates gaining full marks. A topic that candidates seemed to be confidently knowledgeable about.

1(d)

A mixed response to this question. Many gave a correct response, for example twins run in the family and bigger than she should be. Incorrect responses included details of when the eggs are released or fertilised, taken from question 1(e).

1(e)

Candidates who knew this answered well gaining 3 or 4 marks. Other answers were muddled, for example cells splitting and sperm splitting into two. There were a number 'no responses' suggesting candidates lacked knowledge of this topic.

2(a)

The majority of candidates gained half marks with answers that suggested familiarisation and having a better idea of what equipment would be used. Many candidates did not develop their answers, for example by saying how it would prevent Kelly being scared, just giving basic statements and not explaining in more detail. This prevented them from gaining full marks as the question command verb is 'explain'.

2(b)

Well answered, with the majority of candidates achieving marks and many gained full marks. Common correct responses were 'take her on a hospital visit', 'let her help pack her case', 'pack her favourite toy/blanket' and 'parents reassure her'. Incorrect answers focussed on when she was actually in hospital, when the question refers to preparation for the hospital stay; and repetition of answers given for part (a).

2(c)

Well answered by candidates who read the question carefully and related their answers to the context provided. These responses gave explanations of what Kelly's parents could do to help meet her intellectual needs during a week's bed rest after her hospital stay. High level responses gave specific examples such as quizzes, jigsaws, drawing and colouring books, along with an explanation of how these activities meet Kelly's intellectual needs. For example mental stimulation, conversation, creativity and imagination.

However, many candidates gave responses that did not link to the context of the question, suggesting walks in the park and outside activities to get fresh air. This type of response did not gain any marks as the activity was not linked to bed rest or to intellectual needs. Other answers that were inappropriate for four year old Kelly included references to completing or catching up with missed school work and doing homework tasks. Some answers referred to meeting social or physical needs such as seeing friends, nutritional meals, medication, bathing etc. when the question required intellectual needs to be met. These responses did not gain any marks.

3(a)

The majority of candidates gave two reasons but explanations were limited and so only gained half marks. These responses were based on the child being used to having sweets from her grandparents, attention seeking and 'does not like to be told no'. Candidates who developed their answer to gain full marks included being 'frustrated as the child cannot have what she wants', and suggesting confusion as grandparents give her sweets and she is not usually refused them.

Some repetition was evident. Some incorrect responses focussed around sugar making children hyperactive and too many sweets being unhealthy.

3(b)

Most candidates gained some marks for this question. Well answered by many who gained full marks. Repetition was evident in weaker responses.

3(c)

Some good suggestions were provided linking to distracting Skye by getting her involved in the shopping, avoiding the sweet aisle and praise linked to reward systems. Also being consistent with no sweet rules, including getting grandparents to do the same. Weaker responses attempted a way but lacked description of how it would work to achieve the intended effect.

3(d)

Many candidates gained 3 marks based around peas and apples linked to part of your 5 a day, milk providing calcium for bones and teeth, and the meal was balanced and meets healthy eating guidelines, with some candidates referring to the eatwell guide.

Some candidates provided too vague a response even though detailed nutritional knowledge was not required, for example, 'healthy', 'vegetables are good', 'a drink is better than fizzy pop' and 'it is a nutritious meal'.

4(a)

Well answered by the majority of candidates. The three most common correct responses included reference to familiar surroundings enabling the mother to be more comfortable and relaxed, she can have as many people present as she wants and less disruptive as the rest of the family can stay with the mother. Some gave links to privacy and a quieter environment. Weaker responses were statements that are too vague such as 'comfortable', 'less busy' and inappropriate ideas that the mother will be able to 'carry on normal life e.g. cooking and Hoovering'.

4(b)

Generally well answered with many candidates gaining 3 or 4 marks.

Vague statements such as 'when there are problems' and 'there are more doctors available', did not gain a mark.

4(c)

Mixed responses to this question. Some candidates were not familiar with TENS and did not attempt the question, others made what seemed to be a guess. Weak responses were based around less stress, stops all the pain, shock helps labour pains. A few candidates stated that it numbs from the waist down, confusing TENS with an epidural.

There were, however, many good correct answers with candidates stating that there are no side effects for mother or baby, a drug free method, the mother is in control and can move around freely. A small number of candidates provided correct terminology – provides an electrical stimulus that interferes with pain signals to the brain and in consequence relieves pain and helps the body to produce endorphins.

4(d)

Very well answered with the majority of candidates gaining full marks. Common responses were 'baby is in breech position', 'baby is too large', 'severe bleeding', 'cord around baby's neck' and the 'mother is too tired to push'. Vague or incorrect responses surrounded 'premature babies' and 'problems' with mum or baby.

4(e)

The majority of candidates knew the term 'premature' and gained the mark.

4(f)

Some candidates were unfamiliar with reflexes and did not attempt the question, indicating a gap in their knowledge. However a good number of candidates gained full marks with correctly

named reflexes and descriptions. Common incorrect answers included 'falling' which is a repeat of the example given in the question and so gained no marks, and 'eating', 'crying' and 'turning its head'. Some candidates mixed up the 'rooting' and 'sucking' reflexes; a few wrote correct descriptions but were unable to give a name for the reflex.

5(a)

This question was not well answered due to candidates not reading the question carefully, and just listing a number of examples of how to cross the road safely, consequently only a small number gained Level 3 marks. A number of candidates gained Level 1 or a sub max of 3 marks due to limited ways and examples.

In good responses candidates clearly stated parents should 'explain', 'tell', or 'show' children how to use the green cross code, how the green man works, how to use zebra crossings, the importance of wearing bright coloured clothing, and taking them out demonstrating how to use the aforementioned correctly and safely. In addition other ways suggested included showing them aspects of road safety through reading books, playing games and watching DVDs.

5(b)

Reasonably well answered, many candidates achieving 3 marks, often repetition prevented full marks being awarded. Common correct responses included not overloading sockets, using safety covers on sockets, supervision at all times, no damaged or worn cables, and keeping electrical items out of reach.

A number of candidates wrote about 'keeping water away from electrics', and made vague suggestions such as to 'cover all sockets', 'unplug everything' and 'turn off all appliances and switches'.

5(c) i

A majority of candidates did not know the children's nightwear safety label and all possible forms of clothing were suggested.

5(c) ii

Some candidates had a clear understanding that low flammability meant that the garment is at low risk of catching fire and is slow to burn. A number of candidates incorrectly stated the complete opposite, that either the garment cannot set on fire or that it goes into flames quickly.

5(c) iii

Many candidates clearly and correctly stated the label should be permanently and securely fixed into the garment, 'sewn in' was the most common correct answer.

6(a)

There were a number of 'no responses' to this question. This method of delivery seems to be a gap in some candidates' knowledge.

6(b)

Very well answered with most candidates clearly understanding the term post-natal – after the birth. A very small number suggested conception and pregnancy or left it blank not attempting an answer.

6(c)

Most candidates understood appropriate postnatal checks which included; weight, breathing, head size, heartbeat, length, and cleft pallet. Incorrect answers included reference to tests such as eyesight and hearing, height and blood tests.

6(d)

A good number of candidates gave two correct advantages of breast feeding making links to bonding, it being cheaper, helps the mother to lose weight, milk is at the correct temperature, and contains all the nutrients required.

Weaker responses were vague, too brief or incorrect and included 'quicker', 'easier', and 'better than tinned'.



## R019 Centre assessed task - Understanding equipment & nutritional needs of children from birth to 5 years

A small number of centres who entered for this unit. From the evidence seen, the unit was accessible to all the candidates and provided opportunities for a wide range of abilities to demonstrate their achievement across levels 1 and 2. Centres must use the specification, OCR set-assignment, and assessment grid to ensure that marks are applied accurately and consistently. It is essential that these three documents are used when delivering the qualification.

Candidates are required to undertake only one practical task which is supported by a witness statement. Assessors must complete the witness statement to justify the marks being awarded. Circling the mark band is not sufficient. Centres are encouraged to enclose photographic evidence of the outcome from the practical task. Work should be applied to the vocational setting 'an on-site day nursery' as outlined in the scenario in the set assignment.

LO1/LO2: There was not generally a full understanding of the full range of key equipment that should be addressed. All four areas as listed in the specification must be covered for both LO1 room 1 and LO2 room 2 for the nursery. Each of the four key equipment areas must have at least three factors taken from the list in the specification on which to consider the items of equipment selected.

All four areas of key equipment should have equal weighing. Most centres undertook travelling and sleeping equipment in greater detail than feeding, clothing and footwear.

In LO1: 1.1 and LO2: 2.1: candidates must show evidence that they have included a wide range (at least 3) of examples for all four types of equipment to gain Mark Band 3.

In LO1: 2.2 and LO2: 2.2: candidates should produce a detailed explanation of the key factors they are considering for each type of equipment and support this with well-developed reasons. Each equipment area must also include which item would be suitable for the nursery and which items are rejected. Justification for the selection and rejection must be evident for an award in Mark Band 3.

Centres should ensure that candidates provide evidence that they have clearly drawn upon skills, knowledge and understanding from Unit 18 to provide synoptic assessment. This is a short piece of work so that candidates can link their knowledge with LO5 'Know about child safety'. This must be clearly evidenced by all candidates for both LO1 and LO2. Both should be evidenced by the candidate **not** the assessor.

LO3: This was competently undertaken by candidates giving detail explanations of all the functions and sources of nutrients required for children 0 to 5 years of age. Best practice was seen when the three stages of feeding were presented in a detailed tabulated format. Centres must ensure that all stages are fully addressed. Government guidelines were attempted, with many candidates using the eatwell guide. Centres should be aware that 3 marks only are awarded in Mark Band 3. Work was produced in a variety of formats, leaflets and written prose were the most successful. Evidence must be fully applied to a nursery setting when awarding Mark Band 3.

In LO4: Centres must select one practical task from the 3 given in the set assignment.

Task A is an investigation into feeding solutions for a 0 to 6 month old and must cover a comparison between breast, bottle and combination feeding. Candidates are then required to make a bottle feed. This evidence could be developed by candidates applying their knowledge clearly to the scenario 'a mum planning to return to work at the supermarket and to use the on-site nursery.

The task must include three factors to consider when planning the investigation, one of which should be nutrition. Other factors could include, costs, time, convenience, appealing to recipient. Resources to undertake the task should be listed.

Candidates are required to produce a nutritional analysis, and they should show that they clearly understand and can interpret the content of the analysis. Simple printouts without any annotation or explanation should be discouraged and only awarded in Mark Band 1. Candidates must complete the making of a bottle feed. Then clear comparisons should be completed focusing on the three types of feeding solutions; breast, bottle and combination .

An evaluation which should be comprehensive with a thorough comparison is required to gain Mark Band 3. Areas to address should include, strengths, weaknesses, suggested improvements and recommended changes. Candidates should also complete this evaluation with a conclusion.

Candidates should provide evaluative comments, descriptive accounts should be discouraged.

Best practice recommends that there is photographic evidence of the making of the bottle feed.

Task B is an investigation into baby foods that are suitable for a 9 month old baby. Candidates are required to choose a homemade version and two similar commercially available baby foods to undertake a comparison. This could include; jar, packet, pouches or tin.

The task must include three factors to consider when planning the investigation, one of which should be nutrition. Other factors could include, costs, time, convenience, appealing to recipient. Resources to undertake the task should be listed.

Candidates are required to produce a nutritional analysis, and they should show that they clearly understand and can interpret the content of the analysis. Simple printouts without any annotation or explanation should be discouraged and only awarded in Mark Band 1. Candidates must make the homemade version of baby food and present along with the two commercial varieties. Clear comparisons should be completed focusing on the three types of baby foods, homemade and the two commercially produced products.

An evaluation which should be comprehensive with a thorough comparison is required to gain Mark Band 3. Areas to address should include, strengths, weaknesses, suggested improvements and recommended changes. Candidates should also complete this evaluation with a conclusion. Comments should be evaluative, descriptive accounts should be discouraged.

This evidence could be developed by candidates applying understanding clearly to the scenario and the baby food suitable for use in the nursery.

Best practice recommends that there is photographic evidence of the comparison of the three baby foods.

Task C is an investigation into a suitable two course meal for four year old children attending the nursery. Areas that could be considered are; nutritionally balanced, range of flavours and textures and portion size. The task must include three factors to consider when planning the investigation, one of which should be nutrition. Other factors could include, costs, time, convenience, appealing to the recipient. Resources to undertake the task should be listed.

Candidates are required to produce a nutritional analysis, and they should show that they clearly understand and can interpret the content of the analysis. They could link the analysis of the meal to the relevant recommended daily allowances for a 4 year old child. Simple printouts without any annotation or explanation should be discouraged and only awarded in Mark Band 1. Candidates must complete the making of the two course meal and compare to the required nutritional requirements for a 4 year old.

An evaluation which should be comprehensive with a thorough comparison is required to gain Mark Band 3. Areas to address should include, strengths, weaknesses, suggested improvements and recommended changes. Candidates should also complete this evaluation with a conclusion. Comments should be evaluative, descriptive accounts should be discouraged.

This evidence could be developed by candidates applying clearly to the scenario and the suitability of food for a meal at the nursery.

It is recommended that there is photographic evidence of the two course meal.

Candidates should reference their sources of information. Best practice suggests this is undertaken throughout the portfolio. A bibliography can also be included to support this evidence.

A witness statement completed by the assessor **must** be included to justify the marks awarded showing how the practical task was carried out, for example; confidently, competently, independently, with support. A peer assessment is not sufficient.

Templates and writing frames cannot be used for the creation of assessment evidence. For future assessments please refer to 'administering internal assessment' a notice sent to all centres in December 2014 from OCR. This provides clarification regarding the rules surrounding the production of evidence for internally assessed units for Cambridge Nationals.

## **R020 Centre assessed task - Understand the development of a child from birth to five years**

A very small number of centres entered this unit and evidence was limited. Centres must use the specification, OCR set-assignment and the assessment grid to ensure that marks are applied accurately and consistently. It is essential that these three documents are used when delivering the qualification. Candidates must present their work with the aim of providing the volunteers at the crèche with materials that support their knowledge and understanding. A range of different formats to present work for Tasks 1 and 3 should be encouraged. However, for Task 2 the set assignment states the information must be a presentation, with notes that are suitable to give to volunteers working at the crèche so they have a better understanding on the different types and benefits of play.

Candidates are required to undertake one initial visit and two subsequent visits to carry out two different play activities. There is no requirement for a witness statement to be completed for this unit.

Work should be applied to the vocational setting 'a crèche' as found in the scenario in the set assignment. However, the observations do not have to be carried out in a crèche.

Candidates must present their work in their own words. Work that is obviously copied and pasted should be avoided and cannot be awarded high marks.

In LO1: 1 physical, intellectual and social development must be covered in equal detail. The materials should be produced with the aim that it will give the volunteers a thorough understanding of the developmental stages of children attending the crèche. Physical, intellectual and social development norms from birth to 5 year should be covered in equal detail. Intellectual development was often too brief and physical development not in sufficient detail. Social and creativity was generally undertaken satisfactorily.

In LO2: 1 a wide range of examples, (at least 3) of the types of play should be developed with an explanation of the benefits that learning through play can provide. The types of play to be covered are: manipulative, cooperative, solitary, physical and creative as found on page 27 of the specification. The benefits of play should cover all four areas; physical, intellectual, social and creativity.

Benefits should be specific rather than general in content. The work must be produced as a type of presentation with notes that could be given to the volunteers who work at the crèche.

In LO3: centres must address all elements of this task as it is key to positive achievement. Candidates must plan and undertake an initial visit to the child with whom they will be carrying out the two play activities. This visit is key to gaining some relevant information to then inform their choice and planning of the two play activities they will subsequently undertake with that child. It is recommended that a set of questions be devised to ask during this visit.

Only one area of development is required to cover both play activities.

Two activities must be selected and plans must include all points listed in the specification (page 28).

Each activity must include; the developmental area chosen, aims, type of activity, reasons for choice, safety consideration, timescale, resources to be used, methods of observing and recording. Any reasons for choice must be relevant to the development area chosen.

To gain Mark Band 3 candidates must have shown evidence that they have used their initial visit to inform their planning. There should also be an explanation of the different methods of observation and recording that are going to be used.

These could include observations; naturalistic, event sampling, snapshot and participative. Methods of recording may include; written, child's work, charts, photographic. However, confidentiality of the child is important; names and full face photographs should not be included.

Candidates must also provide evidence of drawing on skills, knowledge and understanding from RO18 in the specification, for example where candidates have covered conditions of development and child safety. This synoptic assessment must be evidenced by the candidate **not** the assessor.

In LO4: 4.1 two planned play activities must be carried out. It is not necessary for the child study to be carried out in a crèche setting. Candidates may study a sibling or family member. Toddler groups, day nurseries and crèches can also be used or any other suitable early years setting.

The two planned play activities should be carried out and comprehensive records produced. The activities do not have to be lengthy and could be completed back to back for example 15 or 30 minutes each depending on the age of the child and the activity planned.

There should be comprehensive records for both activities. Candidates should produce a detailed explanation including clear reasoning of comparisons to expected developmental norms that have been chosen.

The comparisons should contain a wide range of (at least 3) examples.

In LO4: 4.2 an evaluation of both the plans and actual activities should be produced. This evidence should be thorough, detailed and relevant to gain Mark Band 3. Strengths, weaknesses and suggestions for any improvements including clear justification for those changes should be included. To further secure Mark Band 3 criteria there should be a conclusion that explains whether the aims were met with some relevant justification to support the comments.

Candidates should reference their sources of information. Best practice suggests this is undertaken throughout the portfolio. A bibliography can also be included to support this evidence.

Spelling, punctuation and grammar should be considered in this learning objective.

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