ELC

Examiners' Report

June 2011

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R350 – Child Development

General Comments

In the Entry Level Certificate candidates have to complete three tasks in total; two short tasks and one developmental task. The candidates complete two short tasks both of which are focused tasks which should demonstrate different practical skills and knowledge. There is a list of ten possible Short Tasks titles in the Appendix C of the OCR specification.

The Developmental task should assess a variety of skills: research, selecting and justifying choice, 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 outcomes from candidates throughout each task. It was encouraging to see the outcomes to tasks either in the form of leaflets or digital photographs. Centres should be awarding appropriately for work where support has been identified and award higher marks for candidates who have worked independently. Most candidates were entered appropriately and Centres had assessed the correct levels when marking candidates' work.

Centres are reminded to automatically send their sample of coursework that should contain a total of six candidate's work which consist of two at the top of the mark band, two in the middle and two in the lower range. The majority of Centres clearly annotated the work with helpful comments together with the level of assistance provided to each candidate. Annotation should also include the support given by any Teaching Assistants 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 is written down by someone else this too must be recorded. The cover sheets for the Short Tasks CCS349 and Developmental Task CCS351 can be downloaded from the OCR website and are requirements 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 of the 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 emphasis the area of development that they are focusing on, and give their reasons for this selection.

Short Tasks

Planning must be the individual candidate's 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", or "my plan helped me throughout" are not concentrated on the task and are only marginally informative. High marks should not be awarded for these 'types' of comments.

The outcome should be a summary of what they have found out from their work, together with a comment on strengths and weaknesses, and how and why these helped the candidates to reach their conclusion.

Candidates should be supported and guided by reference to the whole task when planning their work.

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 skills used to enhance the presentation and outcome of work were evident. In addition a variety of software programs using ICT had been used.

Most of the entry for this specification was targeted at candidates where a written examination was not an appropriate option.
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

Many marks were given to the developmental task and in some ways this allows differentiation. However, centres are approaching this task in a similar way to the short tasks which means that insufficient depth in their completion is evident when linked to the mark allocation. (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.

There were a variety of pro formas to aid candidates, and most centres seemed to make use of appropriate pro formas to a greater or lesser extent. These can be very useful to the candidates and can help them to maximise their achievement whilst minimising written content.

Candidates should be given direct help and guidance in the planning section in order to produce a worthwhile plan as this is important in helping candidates to achieve a positive outcome.
In conclusion those candidates who achieved positively were encouraged to take any 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.

Centres could support their candidates' in the development task for future years by:

- Including more evidence of planning, research, findings, methods etc. throughout, 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 if 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.

- Identifying the safety items.

- 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 become familiar with the assessment and marking criteria provided by OCR before embarking on each internally assessed task.
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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 statements from the assessment criteria.

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