

Home Economics (Child Development)

General Certificate of Secondary Education **GCSE J441**

Reports on the Units

June 2010

J441/R/10

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, 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 2010

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

CONTENTS

**General Certificate of Secondary Education
Home Economics (Child Development) (J441)**

REPORTS ON THE UNITS

Unit/Content	Page
Chief Examiner's Report	1
B011 Controlled Assessment – Short Tasks	2
B012 Controlled Assessment – Child Study	4
B013 Principles of Child Development Written Paper	6

Chief Examiner's Report

General comments

This was the first evidence of entries being submitted for the specification. The cohort taking this specification was relatively small. However, from the evidence seen both the controlled assessment and paper proved accessible to all the candidates and gave plenty of opportunities for all abilities to gain positive success whilst providing differentiation. It was apparent that where teachers had a clear understanding of the new specification the appropriate guidance and support was given to their candidates.

B011 Controlled Assessment – Short Tasks

It was pleasing to see that centres had taken up the opportunity for entering candidates for unit one at the end of the first year for the new specification. However, it was disappointing that the work seen lacked originality and in many cases did not fully meet the demands of the specification.

It is hoped that as centres move across from the legacy specification (1972) to the present (B011) they become fully familiarised with the changes and requirements for delivering all elements of the specification.

Centres are reminded that to fulfil this unit candidates are required to complete three short tasks. The focus of these tasks must be taken from the board set titles as set out by OCR which can be found on their website. Two short tasks should be of a practical nature and one should focus on an investigation. Further details on content can be found in the specification and on the OCR web site.

Centres should be reminded that candidates need to undertake tasks that will illustrate a range of skills and not be repetitive in their outcomes. For example, two leaflets are not acceptable. It is suggested that seven hours per short task is a suitable time allocation for their completion.

Planning

Centres need to be aware that no research is required and even if included must not be awarded credit.

Planning lacked detail and was generally over marked. Centres need to encourage candidates to work independently and not in a group so producing individualised work for which credit can be given.

Candidates are required to produce a plan of action that is logical, concise, and which identifies the key priorities that are required to carry out their chosen task. This could take the form of a flow chart or step by step account and should be in sufficient detail that the candidate can follow it to carry out the planned work.

If a leaflet is being considered as a suitable outcome, candidates could develop a draft and/or draft plan of how the leaflet will look. This may include; size, suitable fonts, and relevant content. Accurate plans demonstrating progression through the stages of working is an effective tool for delivering this part of the planning section.

Candidates should consider any safety aspects of making their identified outcome for example; creating a book, comparisons of bought/home-made baby food.

The plan must be detailed and accurate. All the necessary resources that are required to carry out the task should be included in the planning section. There should be clear evidence of how they will be used, especially if full marks are to be awarded.

Carrying out – Organisation

Centres must ensure that there is detailed written evidence undertaken by the candidate to support the work carried out in this section.

Reports on the Units taken in June 2010

Candidates should follow their plans making good use of the time available and should organise their sources effectively using equipment safely and independently. The work can take the form of a diary log, labelled photographs of the outcome, or an account of how their outcome was completed. The candidate should carry out their planned work independently and effectively.

Where candidates had included a detailed plan, in the planning section to follow, in the majority of cases a quality outcome was evident.

Candidates should use a range of suitable methods when carrying out their planned work and use appropriate resources. Centres should provide relevant annotation to support the marks awarded in this section. "Excellent has worked well" is not sufficient. The use of the revised cover sheets should be utilised and attached to the work where clear justification of why the marks are being awarded demonstrates good practice and are necessary to support the moderation process.

Outcome

It was disappointing that a number of outcomes were of a poor quality, yet had been awarded high marks. The lack of ICT to produce leaflets was disappointing as the hand produced ones were often limited in content and lacked relevant visual quality stimulus.

It is important that the investigative task includes a range of detailed and accurate results. This may take the form of testing and comparisons culminating in a survey with appropriate conclusions. The use of ICT is strongly encouraged.

If graphs are produced they need to be relevant and the data explained. If questionnaires are used they must be relevant to the topic and only one copy is required to be included with the work.

Evaluation

Centres must award marks for the quality of response. Candidates are required to identify their strengths and weaknesses in all areas of the task, not just the practical outcome. They are also required to suggest ways on how to improve on their weaknesses that they have identified and draw conclusions from their work. In the investigative task any results that have been collated should be interpreted and linked back to the task title. All the aforementioned should be undertaken independently if full marks are being awarded.

Administration

There was evidence of multi-scoring on MS1 in the mark grid column – in future please ensure that this is completed accurately to avoid the request for CWAmends which is time consuming for both centre and the moderator.

Centres must provide clear annotation on each piece of work to support the marks being awarded.

Centres must securely attach the three short tasks for candidates and clearly identify the candidate number and name on the cover sheets attached to each of the three short tasks.

B012 Controlled Assessment – Child Study

It is hoped that as centres move across from the legacy specification (1972) to the present (B012) they become fully familiarised with the changes and requirements for delivering all elements of this unit.

Centres are reminded that to fulfil this unit candidates are required to complete one child study. Candidates are required to select one of the board set themes on which to then base the focus of their study. It is recommended that 22 hours are allocated for the completion of this task. The themes can be found on the OCR website and in the specification.

Planning

Candidates need to include a clear rationale as to why they have chosen their topic area. It is recommended that several reasons for choice are identified. Candidates need to produce their own focussed task title and it is suggested that the title is written as a question. A range of appropriate sources should be identified which could include varied types of primary and secondary research.

Initial research to explore the child's background and other relevant information can be undertaken through interview and/or questionnaire to the parents of the child that is going to be studied. Candidates are required to carry out detailed research on the development area chosen using a range of suitable secondary sources of information. This could take the form of books/internet.

Candidates should use the research previously undertaken to then draw appropriate conclusions and explain how the task will be carried out. An action plan, flow chart, or specification can then be drawn up. Candidates must undertake the majority of this work independently and show a high level of understanding if they are awarded marks in the top band.

Candidates should produce a clear outline of the steps to be carried out in the task especially if they were awarding high marks.

Selecting and Planning the Observations

Candidates must use the research previously undertaken in the planning section to identify and produce a range of possible ideas for their observations. The research can then be collated and assessed as to its suitability. The ideas suggested should be suitable for the age of the child being studied. Candidates must consider and justify a range of suitable methods for their observations which link to their task title and area of development. Plans should then be drawn up, they must be accurate and detailed especially if marks are being awarded in the high mark band. Resources that are going to be used for their observations must be clearly identified. A variety of methods to record the results of the observations should be included together with clear reasons for choice. The use of ICT is recommended. The observations should illustrate different skills for example, a drawing session, cookery activity, reading, a puzzle, depending on the age of the child and the area of development being studied. Plans for each observation must be included, candidates must also state how they are going to be recorded. Sample recording sheets are recommended.

Practical observations

It is suggested that five to six observations are undertaken. Each observation should have a different focus although relate clearly to the area of development chosen. Each visit should be recorded accurately using the sheets constructed in the previous section. There must be clear evidence of each observation supported by teacher annotation to support the marks awarded.

Outcomes

Candidates must show that they have clearly understood and applied their gained knowledge to what they have observed and how it relates to their child and the area of development. Candidates should include original thoughts and opinions about their observations. Every opportunity should be taken to compare the child with others/norms. This can be in the form of sharing understanding with other peers, group work in class, or using the text book norms for reference.

Conclusion and Evaluation

Candidates should produce a high quality evaluation that includes all aspects of the task. They should draw logical and relevant conclusions that relate back to their task title. They should identify and explain their strengths and weaknesses in their work and recommend improvements. If high marks are awarded a good standard of written communication throughout the whole task using specialist terms/ terminology in a structured format is necessary.

Administration

There was evidence of multi-scoring on MS1 in the mark grid column – in future please ensure that this is completed accurately to avoid the request for CWAmends which is time consuming for both Centre and the moderator.

Centres must provide clear annotation on the study to support the marks being awarded.

Centres must securely attach the child study and clearly identify the candidate number and name to the cover sheet.

B013 Principles of Child Development Written Paper

This was the first paper of the new specification. The cohort taking this paper was relatively small. However, the paper proved accessible to all the candidates and gave plenty of opportunities for differentiation.

Overall, questions throughout the paper were well attempted.

Comments on individual questions:

- 1 (a) On the whole candidates demonstrated their knowledge and answered this well.
- (b) Correct answers given were 'cost', 'stability' and 'no sharp edges'. Many answered incorrectly with 'suitable for gender' rather than just 'colour'.
- (c) Better candidates could identify a benefit with an explanation eg 'prevents boredom as it keeps a child busy', whereas candidates who just named PIES did not earn marks.
- (d) 'Dead', 'abused' and 'neglect' were answers often given. Incorrect answers seen were 'parents don't want them' or 'have no money'.
- (e) Candidates lost marks if they gave general statements eg 'always there' or 'support'. Better answers included 'babysit', and 'bonding with family members' which showed knowledge and correct terminology.

Tip: Qualify vague terms such as 'help, 'advice, 'support'.

- 2 (a) (i) Well answered by all.
- (ii) Well answered by all.
- (b) 'Prevent tooth decay' and 'prevent obesity' were correct answers seen but 'makes children hyper' or 'put on weight' were often incorrectly given.
- (c) Most candidates correctly gave 'milk', 'water' or 'fresh fruit juices'.
- (d) (i) Badly answered, with candidates often giving vague answers eg 'good for them' and 'keeps healthy'. Very few candidates correctly identified 'prevents constipation' and 'helps the digestive tract work'.
- (ii) Candidates often lacked the knowledge to name any high fibre foods. Many answers given incorrectly said 'bread' or 'fish'.
- (e) (i) Candidates lost marks with generalisations eg 'temperature', 'sleepy' or opposites in the same sentence eg 'high or low temperature'.

Tip: Do not to answer a question with opposites in the same sentence.

- (ii) Candidates could correctly identify some signs eg 'not breathing', 'turning blue', 'a fit' or 'convulsion'.

3 (a) Some knowledge was demonstrated here eg 'change nappy often' but again breadth of knowledge was limited. Candidates could say 'use cream' or 'wash baby' but did not identify what sort of cream or when the baby was to be washed.

(b) Candidates lost marks here if they did not read the question and their answers related to how to bath a baby rather than how to prepare for bath time. Some good answers included 'testing the water', 'putting cold water in first' and 'having everything to hand' with good reasons for each point.

Tip: teach candidates to read each question carefully before answering.

(c) 'Fresh air' was a popular answer but candidates often incorrectly gave 'being able to play with others' or 'do not need to be watched as much' as a second point.

(d) 'Buckle', 'supports ankle' and 'rounded toe' were correct answers given. 'Hard wearing', 'right size' and 'comfortable' were not features that could be seen in the picture.

4 (a) Well answered – 'contractions' and 'waters breaking'.

(b) Candidates lost marks if they wrote about the first stage of labour or just described what they could see in the picture. Often candidates were unable to pick out the features of the second stage of labour and wrote about all three stages. Candidates gained marks if they could demonstrate good factual knowledge.

(c) (i) Well answered.

(ii) Some misconceptions here eg 'mother may choose to have one', 'does not want to go through the pain'. Correct answers seen were 'multiple birth', 'baby in distress' and 'breech birth'.

(d) Answers that gained marks were 'feeding the baby', 'changing the baby' and 'looking after other children'. Candidates lost marks if they gave general statements such as 'help' or 'support'. A few candidates misread this question and gave answers that related to antenatal care or helping a mother in labour.

5 Few candidates made a plan before they embarked on this question which often resulted in points becoming repetitive or irrelevant. Some candidates could give possible effects but with little or no description of the impact on a family. Some good points were given about how relatives or friends could help a family, but again answers lacked depth and there were few explanations. Candidates who had revised well could give several positive and negative effects on a family and accurately name ways relatives and friends could help.

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

OCR Customer Contact Centre

14 – 19 Qualifications (General)

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 2010

