

# specification

November 2009

ENTRY LEVEL – CHILD DEVELOPMENT SPECIFICATION

## ENTRY LEVEL CERTIFICATE IN CHILD DEVELOPMENT

R350

For teaching from September 2010

[www.ocr.org.uk/entrylevel2010](http://www.ocr.org.uk/entrylevel2010)



## Why choose OCR Entry Level Certificate in Child Development?

The carefully planned OCR Entry Level Certificate in Child Development is designed to inspire, motivate and challenge learners.

### A satisfying and worthwhile course

It provides learners with an opportunity to focus on Child Development from conception to the age of five, and actively engage in it so they can develop as confident learners. They'll also have the chance to develop knowledge and understanding of human needs within a diverse society, and evaluate evidence, make reasoned judgements and present conclusions.

### Knowledge, understanding and skills

The course covers the roles and responsibilities of the family, pre-conception, conception, pregnancy, birth and post-natal factors, diet and health in relation to young babies and children, stages and conditions of development and support available to the child and family.



### More teacher involvement

You can have a greater level of involvement with this qualification than at GCSE. This is to enable your learners to access the specification content and to produce the necessary evidence for assessment and the recognition of their achievements.

### Flexible progression routes

This qualification incorporates the focus of GCSE Home Economics: Child Development, which means that it can be taught alongside it. Candidates also have an opportunity to move to or from the GCSE qualification during their course of study.

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# 1 Introduction to Entry Level Certificate in Child Development

## 1.1 Overview of OCR Entry Level Certificate in Child Development

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<b>Child Development (R350)</b>	
Short Task 1	<p>Internally assessed 20 marks 20% of the qualification</p> <p>Task set by centre, based on a topic of the subject content which will be taught prior to the carrying out of the task.</p> <p>Planning, practical skills and evaluation skills will be assessed (research skills are not assessed in this task).</p>
+	
Short Task 2	<p>Internally assessed 20 marks 20% of the qualification</p> <p>Task set by centre, based on a topic of the subject content which will be taught prior to the carrying out of the task.</p> <p>Planning, practical skills and evaluation skills will be assessed (research skills are not assessed in this task).</p>
+	
Developmental Task	<p>Internally assessed 60 marks 60% of the qualification</p> <p>Task chosen from a list of set tasks provided by OCR.</p> <p>The task will require a practical activity, making an item for a child which relates to developmental progress.</p> <p>Research, selecting and justifying choices, planning, practical work and evaluation skills are assessed.</p>

## 1.2 What is new in OCR Entry Level Certificate in Child Development?

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Do you currently teach OCR Entry Level Certificate in Child Development? If so, please check the table below for details of the main differences between that and the new version for first teaching in September 2010.

What stays the same?	What is changing?
The focus is still on creativity and practical work.	The new specification incorporates the focus of our updated GCSE Home Economics: Child Development, which means it can be taught alongside this new GCSE specification.
The qualification is still internally assessed and externally moderated.	
Evidence can still be produced orally or as written work	The new specification contains only one unit – learners complete three tasks to build up a portfolio of evidence of their work for assessment.
You can still submit evidence for moderation on paper.	The new specification contains fresh, up-to-date content, enabling teachers to engage learners and bring the subject to life.
	You can submit evidence electronically, via the OCR Repository.
	The sample for moderation will now be selected by the Moderator, and the centre will be advised.

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## 1.3 Guided learning hours

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There are no specified guided learning hours for this course; typically it could take between 60 and 120 guided learning hours depending on the ability of the candidates and the delivery approach adopted.

# 2 Content of Entry Level Certificate in Child Development

The focus of the specification content closely follows that of the OCR GCSE Home Economics: Child Development (J441).

In addition to the 36 hours internal assessment, there should also be further teaching time to increase candidates' depth of knowledge, understanding and development of skills in preparation for the supervised internal assessment. Practical activities will enable candidates to acquire knowledge and experience of the subject content.

## 2.1.1 Family and parenting

### Family structures in the UK

Candidates should be able to recognise and understand:

- The difference between looked after children, nuclear, extended, single/lone-parent, reconstituted/step, fostering and adoptive families, including family patterns in a diverse society
- Roles, responsibilities and values of the family
- Why there are changing patterns in parenting and family life
- The reasons why children may be in local authority care
- Changing roles within the family in a diverse society.

### Pre-conceptual health and care

- The wide range of factors which affect the decision to have children and the roles and responsibilities of parenthood
- To recognise and evaluate methods of contraception, their efficiency and reliability.

## 2.1.2 Preparation for pregnancy and birth

### Reproduction

- The structure and function of male and female reproductive systems
- How fertilisation takes place, and the development of the embryo and foetus
- The problems of infertility, e.g. fallopian tube blockage, hormone imbalance and the possible solutions, e.g. *in-vitro* fertilisation (IVF).

### Pregnancy

- The diet of the mother, including nutritional needs during pregnancy and lactation
- Making choices for health and well-being
- The roles of the different health professionals supporting the pregnant mother.

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Ante-natal provision	<ul style="list-style-type: none"><li>• Routine checks carried out at an ante-natal clinic, including scans</li><li>• Additional specialised screening tests</li><li>• To recognise the importance of ante-natal/parenting classes/role of the father/partner.</li></ul>
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Preparation for the birth of the new baby	<ul style="list-style-type: none"><li>• The choices available for delivery</li><li>• The stages of labour and the methods of delivery, including pain relief</li><li>• The role of the father/partner</li><li>• The need to prepare for the baby.</li></ul>
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Post-natal care	<ul style="list-style-type: none"><li>• The post-natal needs of the family</li><li>• The post-natal provision available for the mother and baby.</li></ul>
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### 2.1.3 Physical development

Newborn baby	<ul style="list-style-type: none"><li>• The characteristics of a newborn baby</li><li>• The needs of the newborn baby</li><li>• Identify the specific needs of the pre-term (premature) baby.</li></ul>
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Development norms	<ul style="list-style-type: none"><li>• To identify the norms from birth to five years</li><li>• How the baby develops physically from birth to 5 years</li><li>• The development of fine and gross motor skills.</li></ul>
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Conditions for development	<ul style="list-style-type: none"><li>• The selection of clothing and footwear for babies and children</li><li>• The need for warmth, rest, sleep, exercise, fresh air, cleanliness, routine and the importance of the housing environment to the child.</li></ul>
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Safety	<ul style="list-style-type: none"><li>• How to create a safe, child-friendly environment within the home and the garden/play areas</li><li>• To be aware of the most common childhood accidents</li><li>• The importance of road and car safety</li><li>• How safety has become an issue due to diverse family lifestyles.</li></ul>
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## 2.1.4 Nutrition and health

### Nutrition and feeding

- To justify the choice between breast and bottle feeding
- How to introduce mixed feeding (weaning) and to experience the range of food products available
- How to encourage healthy attitudes to food and eating patterns in childhood
- The function and sources of the major nutrients in the diet, e.g. protein, fats, carbohydrates, vitamins and minerals
- The importance of healthy eating and its relationship to diet-related illnesses
- The importance and application of hygienic practices related to food preparation within the home.

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### Response to infection

- How to recognise signs of illness, when to seek treatment by a doctor, and when emergency medical help should be sought
- How to recognise, prevent and manage common childhood ailments and diseases
- Immunisation and vaccination programmes
- How immunity to disease and infection can be acquired
- How to prepare a child for a stay in hospital
- The needs of a sick child, including physical, social and emotional needs.

## 2.1.5 Intellectual, social and emotional development

### Conditions for development

- The factors promoting development and appreciation of the importance of environment, support, talking and listening to a child, stimulation, love, praise, security, encouragement, bonding, quality time, opportunity to play.

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### Patterns of learning

- The stages of intellectual (cognitive) development, including communication and language, number skills, reading and writing
- The development of social skills, including independence and self-esteem
- Appreciate the need for acceptable patterns of behaviour and approaches to discipline.

Learning through play

- The different types of play
- The benefits of play
- The development of the stages of play
- To select appropriate toys for different stages of development.

#### 2.1.6 Community support

The child outside the family unit

- The need for day-care provision
- To know the types of pre-school provision available, their regulation and control.

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Community provision

- To be aware of the statutory services available for children and families
  - The voluntary services and self-help agencies available to children and families
  - The statutory services available to children and families for those with special/additional needs
  - The voluntary services available to children and families for those with special/additional needs
  - The effects of special/additional needs children on families.
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# 3 Assessment of Entry Level Certificate in Child Development

## 3.1 Overview of the assessment in Entry Level Certificate in Child Development

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### Entry Level Certificate in Child Development R350

#### Short Tasks

40% of the total marks  
40 marks (20 marks per task)

7 hours per task  
(1 hour planning, 4-5 hours  
execution, 1 hour evaluation).

Candidates complete **two** Short Tasks which are set by the centre and should be based on the specification content.

The two Short Tasks will assess the following skills - planning, practical work and evaluation skills.

The two tasks should demonstrate **different** practical skills and knowledge.

The tasks are internally assessed and externally moderated.

#### Development Task

60% of the total marks  
60 marks

22 hours

Candidates submit **one** Developmental Task chosen from a list supplied by OCR.

The Developmental Task will assess the following skills – research, selecting and justifying choices, planning, practical work and evaluation skills.

The task will require a practical activity making an item for a child aged 0-5 years, which relates to developmental progress.

The task is internally assessed and externally moderated.

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## 3.2 Assessment availability

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There is one assessment series each year in June.

### 3.3 Assessment objectives

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Candidates are expected to demonstrate the following in the context of the content described:

<b>AO1</b>	<b>Recall, Select and Communicate</b> Recall and understand the knowledge defined in the specification content
<b>AO2</b>	<b>Apply Skills, Knowledge and Understanding</b> Apply this knowledge when planning and carrying out tasks where they demonstrate understanding of the aims of the task, use appropriate skills, record and present evidence
<b>AO3</b>	<b>Evaluate</b> Draw and present conclusions from the task

### 3.4 Assessment objective weightings

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The relationship between the qualification and the assessment objectives of the scheme of assessment is shown in the following grid

	% of Entry Level			Total
	AO1	AO2	AO3	
<b>Child Development (R350)</b>	28	50	22	100

### 3.5 Awarding of grades

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The grades awarded for the Entry Level Certificate will be at three levels: Entry 1, Entry 2 and Entry 3.

All marking criteria have been written to address the following target boundaries:

Specification grade	Entry 3	Entry 2	Entry 1
Target	80%	60%	40%

# 4 Regulations for internally assessed work

## 4.1 Internal assessment tasks

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The Short Tasks are centre set and should be based upon the specification content. A list of possible Short Tasks is included in Appendix C of this specification.

The Developmental Task **must** be selected from the list of Developmental Tasks supplied by OCR in Appendix C of this specification.

The tasks can be re-worded as appropriate to reflect the candidate's ability.

## 4.2 Supervision and authentication of internally assessed work

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OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance will vary according to the kind of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgments and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks
- exercise supervision of the work in order to monitor progress and to prevent plagiarism
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified mark descriptions and procedures.

Work should, wherever possible, be carried out under supervision. However, it is accepted that some tasks may require candidates to undertake work outside the centre. Where this is the case, the centre must ensure that sufficient supervised work takes place to allow the teachers concerned to authenticate each candidate's work with confidence.

## 4.3 Production and presentation of internally assessed work

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Candidates must observe certain procedures in the production of internally assessed tasks.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the portfolio at the appropriate place
- Any copied material must be suitably acknowledged
- Quotations must be clearly marked and a reference provided wherever possible
- Work submitted for moderation or marking must be marked with the:
  - centre number
  - centre name
  - candidate number
  - candidate name

- qualification code and title
- task titles.

Work submitted on paper for moderation must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix D at the end of this specification.

## 4.4 Annotation of candidates' work

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Each piece of assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on candidates' work provides a means of dialogue and feedback between teacher and candidate and a means of communication between teachers during internal standardisation of internally marked work.

However, the use of a completed cover sheet for each candidate's work provides a means of communication between teacher and moderator and might replace the need for annotation.

## 4.5 Marking and moderation

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All centres entering candidates are subject to quality control via moderation of a sample of candidates' work towards the end of the course. This specification offers the opportunity for moderation evidence to be submitted by post as well as electronically via the OCR Repository (see Entry codes in Section 7.1 Registration and entries of this specification).

All internally assessed tasks are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The **Moderator** will select the sample and advise the centre where the work is to be sent (postal moderation). Centres entering candidates via the OCR Repository must ensure that the sample is uploaded on receipt of the Moderator's selection.

The sample of work that is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's folder.

## 4.6 Minimum requirements for internally assessed work

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If a candidate submits no work for an internally assessed task, then the candidate should be indicated as being absent on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed task, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

## 4.7 Submitting the moderation samples via the OCR Repository

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The OCR Repository allows centres to submit moderation samples in electronic format via Interchange. Please check Entry codes in Section 7.1 of this specification. Instructions for how to upload files using the OCR Repository can be found on OCR Interchange.

# 5 Support for Entry Level Certificate in Child Development

## 5.1 Free resources available from the OCR website

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The following materials will be available on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk):

- Entry Level Certificate in Child Development Specification
- Teacher's Handbook.

## 5.2 Training

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- For more information go to [www.ocr.org.uk/training](http://www.ocr.org.uk/training)

## 5.3 OCR support services

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### OCR Interchange

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OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>.



## 6 Access arrangements for Entry Level Certificate in Child Development

Arrangements for candidates with special needs for Entry Level Certificate specifications are based on the principle that the centre is best able to assess the needs of the candidate and the appropriateness of the arrangements required. Arrangements for candidates with special needs should not advantage nor disadvantage a particular candidate, nor should they reduce the reliability and validity of the assessment.

The arrangements for candidates with special needs are more flexible than those currently available at GCSE and as such it should not be assumed that any arrangements made at Entry Level Certificate Level will automatically be available at GCSE or GCE Level. Please consult the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration*. Entry Level Forms are available on the JCQ website (Forms 11-13).

The following arrangements can be made for candidates without permission being sought:

- mechanical and technological aids may be used by candidates who are physically dependent on them; (screen readers must not be used in reading tests)
- language support staff may provide linguistic help; (please see regulations relating to readers and scribes, sign language and oral language modifiers)
- bilingual and word exchange lists may be used.

For information relating to permission to use the following special arrangements, please consult the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Under certain circumstances:

- the teacher may act under the candidate's instructions to perform simple physical actions that the candidate is unable to undertake; (please see regulations on the use of practical assistants)
- mechanical and technological aids may be used by candidates who generally use them in their normal work; (for screen readers, please see regulations relating to readers)
- communicators or signers may be used
- readers and amanuenses may be used

It is expected that, generally, the candidate's own teacher will act as a communicator, a signer, a reader or an amanuensis.

Further clarification of any special arrangements may be obtained by consulting the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* or by contacting the OCR Special Requirements Team.

# 7 Administration of Entry Level Certificate in Child Development

## 7.1 Registration and entries

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Centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries.

Both estimated and final entries must be made in the certification year. Estimated entries, giving estimated numbers only, are needed for the appointment of the centre Moderators and final entries provide the necessary individual candidate details.

Candidates should be entered for the qualification code **R350**.

**It is essential** that entry codes are quoted in all correspondence with OCR.

For this qualification candidates must be entered for either component 01 (electronic submission via the OCR Repository) or 02 (postal moderation). Centres must enter all of their candidates for **one** of these components. It is not possible for centres to offer both components within the same series.

Entry option code	Component code	Submission method
R350A	01	<i>OCR Repository</i>
R350B	02	<i>Postal moderation</i>

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## 7.2 Entry deadlines

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Candidate entries must be made by the dates published on the OCR website.

## 7.3 Grading and award of certificates

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Final certification is available from OCR on a three-point scale of grades: Entry 1, Entry 2 and Entry 3, where Entry 3 is the highest grade available.

## 7.4 Qualification re-sits

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Candidates may enter for the qualification an unlimited number of times.

## 7.5 Enquiries about results

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Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results must be made immediately following the series in which the qualification was taken (by the enquiries about results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

## 7.6 Restrictions on candidates entries

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Candidates who enter for this Entry Level specification **may not** also enter for any Entry Level specification with the certification title Child Development in the same examination series. They may, however, also enter for any GCSE, NVQ or equivalent qualification.

# 8 Other information about Entry Level Certificate in Child Development

## 8.1 Overlap with other qualifications

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There is some overlap of content with the OCR GCSE in Home Economics: Child Development, although the assessment requirements will be different.

There is no significant overlap between the content of this specification and those for other OCR Entry Level qualifications. The format of this specification is comparable with OCR Entry Level Food Studies. However, the content that is assessed is unique to this specification.

Of a more general nature this specification provides opportunities to promote knowledge and understanding of a wide range of skills, many of which are shared with other subject areas.

## 8.2 Progression from this qualification

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This Entry Level qualification is a general qualification designed to enable candidates to progress either directly to employment or to Foundation Level courses.

The progress of some candidates during the course might be sufficient to allow their transfer to a Home Economics: Child Development GCSE course.

## 8.3 Avoidance of bias

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OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind.

## 8.4 Regulatory requirements

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This specification complies in all respects with *The Statutory Regulation of External Qualifications 2004*.

## 8.5 Language

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This specification and associated assessment materials are in English only.

## 8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

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This specification offers opportunities which can contribute to an understanding of these issues, for example:

- Emotional development: when exploring the range of factors which influence the emotional development of the child
- Concept of equal opportunities: class discussion of entitlements of individuals and families to provision of services
- Changing patterns of family life: when candidates are exploring the diversity of family patterns in the UK
- Roles and responsibilities of parenthood: during interactive sessions with candidates to compare viewpoints
- Stages of socialisation: when candidates are learning about the ways in which a child develops social skills
- Family structures in the UK: when candidates are learning about the different types of family in society.

There are no direct references to spiritual issues within this specification. However, opportunities may exist to explore this area when exploring the diversity of family life.

## 8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

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This specification supports these issues, consistent with current EU agreements, in the following topics:

- Conditions for development: class discussions about the importance of the child's environment as a key factor affecting developmental progress
- Safety: survey/audit of safety hazards in the home or pre-school environment
- Healthy eating and its relationship with diet-related illnesses: using a nutritional database and analysing children's diets.

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification. European examples should be used where appropriate in the delivery of the subject content.

## 8.8 Key Skills

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This specification provides opportunities for the development of the Key Skills of *Communication (C)*, *Application of Number (AoN)*, *Information Technology (IT)*, *Working with Others (WwO)*, *Improving Own Learning and Performance (IOLP)* and *Problem Solving (PS)* at Level 1. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Level 1.

	C	AoN	IT	WwO	IOLP	PS
	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1
R350	✓	✓	✓	✓	✓	✓

## 8.9 Citizenship

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Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of the programme of study for Citizenship (2007) may be delivered through an appropriate treatment of other subjects.

This section offers examples of opportunities for developing knowledge, skills and understanding of citizenship issues during this course.

Candidates may carry out tasks which require data to be collected from a number of different sources. There are a number of opportunities to research issues of this nature, for example:

- Changing patterns in child rearing
- Roles and responsibilities of parenthood
- The availability of pre-school provision in the local area
- Parental choice and responsibilities regarding immunisation and vaccination programmes.

As part of the learning process for this specification, candidates may experience group and class discussions on a range of topics for example:

- Breast- and bottle-feeding
- Approaches to discipline of young children
- The role of voluntary services in supporting family structures.

# Appendix A: Internal assessment teacher guidance

## Short Task teacher guidance

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Candidates should complete **two** Short Tasks.

All Short Tasks are **centre set** and should be based upon the specification content. A list of possible tasks is included in Appendix C.

The Short Tasks submitted must demonstrate different skills and knowledge and should form an integral part of the course arising from the specification content.

## Guidance on the assessment criteria for the Short Tasks

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PLEASE NOTE:

- Research skills will not be assessed and cannot be credited in the Short Tasks
- Sufficient work should be planned to ensure that candidates are able to demonstrate a range of skills including an appropriate outcome in each Short Task
- It is essential to annotate the work fully to support marks awarded
- Centres should identify the extent of the help provided to each candidate
- Each task is marked out of a total of 20 marks.

## Planning the task

---

In this section of the Short Task, candidates should demonstrate their ability to:

- Make suitable choices in response to their Short Task title
- Produce a suitable plan and identify suitable resources for implementing their choices for carrying out the task
- Plan and produce (or select if appropriate to the task) methods for recording their results, e.g. questionnaire, testing, comparison charts, costing.

## Practical work

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In this section of the Short Task, candidates should demonstrate their ability to:

- Follow their plans, making good use of the time available
- Organise their resources
- Use equipment safely with necessary assistance
- Demonstrate a range of skills which might include: ICT skills (producing a leaflet, use of graphic data), costing and comparisons/testing.

## Outcomes

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In this section of the Short Task, candidates should demonstrate their ability to:

- Produce an appropriate outcome linked to the area of study
- Carry out their practical task.

## Evaluation

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In this section of the Short Task, candidates should demonstrate their ability to:

- Make comments on the outcome of the task
- Show that they can identify strengths and weaknesses in all aspects of the Short Task
- Suggest improvements in their work.



## Developmental Task teacher guidance

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Candidates should complete **one** Developmental Task.

**Tasks are OCR set and should be chosen from the list of Development Task titles in Appendix C.**

### Guidance on the assessment criteria for the Developmental Task

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PLEASE NOTE:

- Sufficient work should be planned to ensure that candidates are able to demonstrate a range of skills including an appropriate outcome
- It is essential to annotate the work fully to support marks awarded
- Centres should identify the extent of the help provided to each candidate.
- Each task is marked out of a total of 60 marks.

### Research

---

In this section of the Developmental Task, candidates should:

- Identify a suitable item for the task
- Identify a relevant area of development
- Carry out relevant research on the developmental area chosen
- Explain how the item meets the task requirements
- Be able to consider their own skills.

### Planning

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- Describe the item
- Produce an appropriate plan of action
- List resources required
- Identify relevant safety points in the making of the item.

## Making

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In this section of the Developmental Task, candidates should demonstrate their ability to:

- Show initiative
- Demonstrate a clear understanding of the task chosen, giving a plan for the whole task
- Demonstrate some relevant practical skills when carrying out the task
- List the resources needed to carry out their plan
- Manage their resources effectively for the task
- Follow their plan
- Use equipment safely whilst making their item for the task.

## Outcome

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In this section of the Developmental Task, candidates should demonstrate their ability to:

- Produce a relevant outcome to the task
- Record suitable evidence of their outcome in the form of:
  - a written account
  - photographs – annotated (showing the whole process of making the item).

## Conclusion and evaluation

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In this section of the Developmental Task, candidates should demonstrate their ability to:

- Identify strengths and weaknesses of the task
- Draw simple conclusions about the task
- Suggest alternative methods for the task
- Suggest improvements to their outcome of the task.

# Appendix B: Marking criteria for internal assessment

## Short Task marking criteria

Candidates achieve objectives by:	Constant support and help	Help and direct guidance given	Help and guidance may be needed, but evidence of independent learning by candidate
<b>Planning (AO1)</b>  A candidate should be able to:	<ul style="list-style-type: none"> <li>Say/state what they are going to do</li> </ul>	<ul style="list-style-type: none"> <li>State what they have to do</li> <li>Produce a simple plan of action</li> </ul>	<ul style="list-style-type: none"> <li>State with a reason what they have to find out</li> <li>Produce a suitable plan of action</li> <li>List the resources that are to be used</li> </ul>
	<b>0-1 mark</b>	<b>2-3 marks</b>	<b>4 marks</b>
<b>Carrying out (AO2)</b>  A candidate should be able to:	<b>Organisation</b> <ul style="list-style-type: none"> <li>Carry out some of the planned work</li> <li>Use limited methods to carry out the work</li> </ul>	<ul style="list-style-type: none"> <li>Carry out the planned work</li> <li>Use some methods/ techniques to carry out planned work using limited resources</li> <li>Use limited evidence to support the work carried out</li> </ul>	<ul style="list-style-type: none"> <li>Carry out the planned work appropriately</li> <li>Use appropriate methods/ techniques to carry out planned work using appropriate resources</li> <li>Use evidence to support the work carried out</li> </ul>
	<b>0-2 marks</b>	<b>3-5 marks</b>	<b>6-8 marks</b>
<b>Outcome (AO2)</b>	<ul style="list-style-type: none"> <li>Produce an outcome</li> <li>Produce limited results from any work undertaken</li> </ul>	<ul style="list-style-type: none"> <li>Produce a relevant and partially completed outcome to the task</li> <li>Produce some results from any work undertaken</li> </ul>	<ul style="list-style-type: none"> <li>Produce a relevant and completed outcome to the task</li> <li>Produce a range of results from any work undertaken</li> </ul>
	<b>0-1 mark</b>	<b>2-3 marks</b>	<b>4 marks</b>

<b>Evaluation (AO3)</b>	<ul style="list-style-type: none"> <li>• Make limited comments on the outcome of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Make some comments on the outcome of the task</li> <li>• Suggest improvements to the task</li> </ul>	<ul style="list-style-type: none"> <li>• Make relevant comments on the outcome of the task</li> <li>• Identify strengths and weaknesses of the task</li> <li>• Suggest improvements to the task</li> </ul>
A candidate should be able to:	<b>0-1 mark</b>	<b>2-3 marks</b>	<b>4 marks</b>
			<b>TOTAL OUT OF 20</b>

# Developmental Task marking criteria

Candidates achieve objectives by:	Constant support and help	Help and direct guidance given	Help and guidance may be needed, but evidence of independent learning by candidate
<p><b>Research (AO1)</b></p> <p>A candidate should be able to:</p>	<ul style="list-style-type: none"> <li>Identify an item for the task</li> <li>Give a reason why the item was chosen</li> <li>Carry out limited research on the developmental area chosen</li> </ul>	<ul style="list-style-type: none"> <li>Identify an item for the task</li> <li>Identify a relevant area of development</li> <li>Carry out some research on the developmental area chosen using a single source</li> <li>State how the item meets the task requirements</li> </ul>	<ul style="list-style-type: none"> <li>Identify an item for the task</li> <li>Identify a relevant area of development</li> <li>Carry out relevant research on the developmental area chosen using more than one source</li> <li>Explain how the item meets the task requirements</li> <li>Consider own skills</li> </ul>
	<b>0-4 marks</b>	<b>5-7 marks</b>	<b>8-10 marks</b>
<p><b>Planning (AO1)</b></p> <p>A candidate should be able to:</p>	<ul style="list-style-type: none"> <li>Produce a brief plan/design</li> </ul>	<ul style="list-style-type: none"> <li>Describe the item</li> <li>Produce a simple plan/design</li> <li>List some resources needed</li> <li>Identify some safety points</li> </ul>	<ul style="list-style-type: none"> <li>Describe the item in detail</li> <li>Produce a suitable plan of action</li> <li>List resources needed</li> <li>Identify relevant safety points</li> </ul>
	<b>0-4 marks</b>	<b>5-7 marks</b>	<b>8-10 marks</b>
<p><b>Making (AO2)</b></p>	<ul style="list-style-type: none"> <li>Show a basic understanding of the task</li> <li>Experience practical skills when carrying out the task</li> <li>Follow little or no part of their plan</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate some initiative</li> <li>Demonstrate limited practical skills when carrying out the task</li> <li>Use limited resources to carry out the task</li> <li>Follow some of their plan</li> </ul>	<ul style="list-style-type: none"> <li>Show initiative</li> <li>Demonstrate some relevant practical skills when carrying out the task</li> <li>Manages resources effectively for the task</li> <li>Follow their plan effectively</li> <li>Use equipment safely</li> </ul>
	<b>0-5 marks</b>	<b>6-10 marks</b>	<b>11-14 marks</b>

<b>Outcome (AO2)</b>	<ul style="list-style-type: none"> <li>• Make some progress towards completion</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a completed outcome to the task</li> <li>• Some evidence of outcome must be recorded</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a relevant item which meets the needs of the task</li> <li>• Suitable evidence of outcome must be recorded</li> </ul>
	<b>0-4 marks</b>	<b>5-8 marks</b>	<b>9-12 marks</b>
<b>Conclusion and Evaluation (AO3)</b>	<ul style="list-style-type: none"> <li>• Makes basic comments about their work</li> </ul>	<ul style="list-style-type: none"> <li>• Makes some comments about their work</li> <li>• Identifies some strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• Makes detailed and relevant comments about their work</li> <li>• Draws simple conclusions about their work</li> <li>• Identifies the strengths and weaknesses of the task</li> <li>• Suggests improvements to the outcome of the task</li> <li>• Suggests alternative methods for the task</li> </ul>
A candidate should be able to produce an evaluation which:	<b>0-5 marks</b>	<b>6-10 marks</b>	<b>11-14 marks</b>
			<b>TOTAL OUT OF 60</b>

# Appendix C: Internal assessment task titles

## Short Task titles

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*Centres do NOT have to use these titles. These are given as examples.* Candidates need to complete **two** Short Tasks.

These titles may be re-worded as appropriate to reflect the candidate's ability. Where appropriate, relevant practical work and/or graphic results should be used to support the written work. Photographic evidence of any practical outcomes undertaken may also be included.

- 1 Different people have very different opinions about breast and bottle feeding.
  - Produce a magazine article which compares the advantages and disadvantages of breast and bottle feeding to help mothers-to-be to make informed choices.
  - Evaluate your work.
  
- 2 Feeding young children can be challenging. You have been asked to look after two children aged three and five years old.
  - Plan and make a suitable lunch.
  - Evaluate your work.
  
- 3 Children should be encouraged to read books from an early age.
  - Design and make a simple book for a three year old about to start at a nursery school.
  - The candidate should evaluate the success of the book with a suitable child.
  - Evaluate your work.
  
- 4 "Your baby's feet need tender loving care from birth."
  - Plan and make an informative leaflet giving guidance on buying shoes.
  - Investigate suitable leaflet layouts.
  - Include a resource list.
  - Design and create the leaflet.
  - Evaluate your work.
  
- 5 Mealtimes can be difficult when feeding toddlers.
  - Design and make a resource (eg poster, leaflet) that could guide mothers and encourage toddlers to eat a healthy diet.
  - Evaluate your work.

- 6** Learning through play stimulates a child's intellectual development.
- Design and make a book, toy or game for a child aged 4 years which will help intellectual development.
  - Identify resources.
  - Carrying out an observation of the child for which the item was made to see if the child's reaction would be beneficial.
  - Evaluate your work.
- 7** There is a wide range of nappies available on the market.
- Look at the range of nappies that is currently available. Consider cost, environmental issues, methods of use and popularity.
  - Carry out a survey to find out which is the most popular type of nappy and why.
  - Present your findings (use of ICT is recommended).
  - Evaluate your work.
- 8** Keeping a record of a child's health is important for later life.
- Design an original personal health record for a child.
  - Include resources that could be used.
  - Create the personal health record (use of ICT is recommended).
  - Evaluate your work.
- 9** Discovering you are pregnant can be daunting especially if you are young.
- Design and make a leaflet for a young pregnant teenager to highlight the key points on how to keep healthy.
  - Plan how to carry out the task including resources required.
  - You could include a questionnaire to young mothers to find out if your leaflet is successful.
  - Evaluate your work.
- 10** Parents/carers have the choice to purchase or make their own baby's food.
- Compare commercially ready prepared baby food with homemade. Investigate a range of baby food; plan how you will compare the foods.
  - Carry out the task.
  - Clearly record and present your results, using them to explain your conclusions.
  - Evaluate your work.



## Developmental Task titles

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Centres **MUST** select tasks for their candidates from the list below. These titles may be re-worded as appropriate to reflect the candidate's ability.

1 Eating sensibly during pregnancy is very important.

- Research the main factors of following a healthy diet during pregnancy.
- Plan your meal for a pregnant mum following these guidelines and include reasons for choice.
- Prepare and cook your chosen meal.
- Evaluate your work.

*(physical development)*

2 You have been asked to plan the food for a family friend's 4 year old child's birthday.

- Research the main factors when planning birthday parties for small children.
- Plan your party for a 4 year old child including reasons for your choice of ideas.
- Prepare and cook your party dishes.
- Evaluate your work.

*(physical and social development)*

3 Small children enjoy playing with soft toys.

- Research the main factors when designing soft toys for small children.
- Design a suitable soft toy for a two year old child including reasons for choice.
- Plan suitable resources for your chosen toy.
- Make your soft toy.
- Evaluate your work.

*(intellectual/social/emotional development)*

4 Young children enjoy using their imagination and dressing up.

- Research popular characters from children's books/children's television programmes.
- Design a suitable outfit for a four year old child to wear to a fancy dress party, giving reasons for your choice.
- Plan suitable resources for your chosen outfit.
- Make your chosen outfit.
- Evaluate your work.

*(Intellectual/social/emotional development)*

5 Young babies need toys to develop their senses. However, toys can prove to be expensive. Using recycled materials can reduce costs and still provide appropriate toys.

- Research suitable toys that could develop the senses of a 6-9 month old baby.
- Select a suitable toy to make from recycled materials that would be both safe and inexpensive.
- Design your chosen toy including reasons for choice.
- Plan suitable resources for your chosen toy.
- Make your chosen toy.
- Evaluate your work.

*(Intellectual/social/emotional development)*

6 Young children need to be kept occupied whilst on a long journey. Design and make a book or game that they could use whilst travelling.

- Research a range of suitable games or books that could be used to promote intellectual development.
- Identify a suitable game or book to make that could be used by a 3-5 year old whilst travelling.
- Design your chosen game or book including reasons for choice.
- Plan suitable resources for your chosen game or book.
- Make your chosen game or book.
- Evaluate your work.

*(Intellectual development)*

7 Accidents in and around the home can frequently happen to small children.

- Research how accidents happen in and around the home to small children and how they could be avoided.
- Make a catalogue that includes a wide range of child safety equipment that is available to buy from the shops and or internet.
- Design the catalogue including reasons for your choice of safety items.
- Plan suitable resources for your chosen catalogue.
- Make your catalogue using ICT wherever possible.
- Evaluate your work.

*(physical development)*

- 8 Toddlers love playing on the floor. Design and make a simple activity or play mat to help a child to learn about colour, shape or numbers.
- Research the intellectual norms of a 2 year old and how they would start to learn about their colours, shapes and numbers.
  - Design the simple activity/play mat including reasons for your choice.
  - Plan suitable resources for your chosen simple activity/play mat.
  - Make a simple activity/play mat that will help a child to learn about colour, shape or numbers.
  - Evaluate your work.

*(intellectual, physical development)*

# Appendix D: Guidance for the production of electronic internal assessment

## Structure for evidence

An internal assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or Moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top-level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code R350, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for internal assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's internal assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the internal assessment portfolio to OCR, the centre should add a folder to the folder tree containing internal assessment and summary forms.

## Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic internal assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only Word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format from that in which the document was originally created. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the Moderator and fully represent the evidence available for each candidate.

## Accepted File Formats

### Movie formats for digital video evidence

MPEG (\*.mpg)

QuickTime movie (\*.mov)

Macromedia Shockwave (\*.aam)

Macromedia Shockwave (\*.dcr)

Flash (\*.swf)

Windows Media File (\*.wmf)

MPEG Video Layer 4 (\*.mp4)

### Audio or sound formats

MPEG Audio Layer 3 (\*.mp3)

### Graphics formats including photographic evidence

JPEG (\*.jpg)

Graphics file (\*.pcx)

MS bitmap (\*.bmp)

GIF images (\*.gif)

### Animation formats

Macromedia Flash (\*.fla)

### Structured markup formats

XML (\*.xml)

### Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

### Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)

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