

Model Assignment

Issued September 2010

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 4: Understanding the principles of nutrition and health

Please note:

This OCR model assignment may be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' the assignment within permitted parameters (see 'Notes for Teachers'). It is the centre's responsibility to ensure that any adaptations made to this assignment allow learners to meet all the assessment criteria and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

The Ofqual accreditation numbers associated with this unit are:

- Unit accreditation number L/601/3282
- Qualification accreditation number (QAN) 501/0706/9

This OCR model assignment remains live for the life of this qualification.

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Contents

	Page Number(s)
LEARNER INFORMATION Model Assignment: Learner brief This section contains the assignment background which learners will need to be familiar with in order to complete the tasks.	3 4
Tasks This section contains all the tasks learners must complete before submission for assessment.	5 - 7
TEACHER INFORMATION General guidance on using this model assignment This section provides general guidance to centre staff on the preparation and completion of the assignment.	8 9 - 10
Instructions on conducting assessment of this model assignment This section provides information on how the controls for the unit are applied to this model assignment. It is not intended for use by learners.	11 - 13
Additional guidance on managing the assessment This section provides additional guidance on managing the assessment. It is not intended for use by learners.	14
Evidence summary This section provides a summary of the evidence it is expected the learner will produce for this model assignment	15

Model Assignment: Learner Information

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 4: Understanding the principles of nutrition and health

Model Assignment brief for the learner: 'Health Day'

Scenario

The Dixon Family

Rob and Sarah Dixon have three children, Molly (11 years old), Hannah (8 years old) and Josh (2 years old).

Molly will be starting secondary school in September. Hannah has been struggling at school and has recently been tested and identified as having dyslexia. Josh will soon be attending Pobbles Nursery for the first time, 2 days a week, when his mum starts working part time as a teaching assistant at Newtown Primary School.

Sarah is an experienced teaching assistant and would like to qualify as an HLTA (Higher Level Teaching Assistant). Rob Dixon is Head of PSHE (personal, social, health and economic education) at Newtown Comprehensive School.

Brief:

As part of his role as Head of PSHE Rob Dixon has been asked to organise a 'Health Day' at the school for the local community. The aim is to provide information about various aspects of healthy lifestyles for local people. All students at Newtown Comprehensive will have time at the event; parents and children who use Pobbles Nursery and also children from the Primary School and their parents will be invited to attend the day. As a student of Society, Health and Development you have been asked to deliver a series of workshops and design a stand for the event. The focus of your workshops and the stand will be Nutrition and Health.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Tasks

Task 1: Good Nutrition and Dietary Requirements

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2 and 2.3

Your task is to:

Produce an information booklet and a series of nutrition workshops for the 'Health Day'. The aim of the booklet is to help people to understand about what is meant by good nutrition; it will be available on your stall at the 'Health Day' for people to take away with them. The workshops will offer the opportunity for visitors to the health day event to gain a more in depth knowledge and understanding of a variety of important nutritional topics.

You will need to:

Produce an eye-catching, interesting and readable information booklet that:

- Explains the role of each of the components of healthy and balanced diets
- Explains the sources of each of the components of a healthy and balanced diet
- Explains how deficits in essential components of diet can affect health

Produce workshop materials and activities covering:

- An analysis of people's nutritional needs at different life stages
- An evaluation of the value of breastfeeding, to include nutritional value and the health of the child
- An analysis of cultural and religious influences on diet

Your evidence must include:

- An information booklet
- Workshop materials and activities

Task 2: Therapeutic Diets

Assessment criteria 3.1, 3.2 and 3.3

Your task is to:

Produce a guide, for people who visit your stall, which covers the role of therapeutic diets and the circumstances in which they might be necessary. Include examples of therapeutic diets used in the context of other lifestyle measures such as exercise, smoking cessation, achieving a healthy weight etc.

You will need to:

Include in the guide, information:

- analysing common settings and circumstances where therapeutic diets might be required
- analysing the role of therapeutic diets in the context of other lifestyle measures
- explaining the concept of personal management of nutrition related conditions

Your evidence must include:

- A guide to one therapeutic diet

Task 3: Healthy Eating – you know it makes sense!

Assessment criteria 4.1, 4.2, 4.3 and 4.4

Your task is to:

To make your stall noticeable and interesting you need to have a good display of posters to attract people's attention. The display should provide analysis of Government healthy eating guidelines and also identify local and national campaigns promoting healthy eating. The display should also include explanation of the laws that apply to food safety and hygiene.

Produce display materials about:

- An analysis of government and EU guidance on healthy eating
- Identification of local and national campaigns targeting diet and nutrition
- An explanation of the legal framework for food safety and hygiene
- An explanation of why food additives are used and give examples of common usage

Your evidence must include:

- A range of display materials

Task 4: Making Healthy Choices – how to do it!

Assessment criteria 5.1, 5.2, 5.3 and 5.4

Your task is to:

Demonstrate how clear information on nutrition and food values can help people to compare different foods and inform their choices. You need to design a 'toolkit' that people visiting your stall can use to help them make healthy choices.

You will need to:

Produce a 'toolkit' that enables people to make healthy choices. The toolkit should:

- explain how to use food labels to inform healthy choices
- compare different food manufacturers and retailers labelling
- evaluate the impact of unhealthy 'fast food' on long term health
- explain how clear information on nutrition and food values can help people to compare different foods and make informed choices

Your evidence must include:

- a 'toolkit' for people to use when choosing food products

Model Assignment: Teacher Information

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 4: Understanding the principles of nutrition and health

General guidance on using this model assignment

1 General

THIS UNIT IS PASS/FAIL.

- 1.1 OCR model assignments are available to download free of charge from our website: www.ocr.org.uk
- 1.2 OCR model assignments are intended to be used for formal summative assessment of learners and assessment must be conducted under controlled conditions. The OCR centre handbook for this qualification gives full information on controlled assessment. There is also guidance on what controlled assessment means in the context of this model assignment in the next section 'Notes for teachers'.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the *Learner Information* section of this assignment or the centre adapted model assignment.
- 2.2 It is not anticipated that learners will need to carry out any preparations **prior** to undertaking the assessment tasks, such as collating resources to use in the assessment, but if you do ask your learners to do so you please be aware that there is no time limit for this.

3 Producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them. It is not acceptable for teachers to provide model answers or to work through answers in detail. For advice on giving feedback to learners on the work they have produced for assessment centres should refer to JCQ document *Instructions for conducting controlled assessment*.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- 3.5 Under each task we have specified what evidence the learner is expected to produce, but it is important to note that if it is possible to generate the evidence in a variety of formats (such as then the learner is free to use the format that is most appropriate for them. The section 'Evidence Summary' at the back of the model assignment will guide you on evidence and formats for evidence.

4 Presentation of work

- 4.1 Centres wishing to submit digital evidence in the form of an e-portfolio should refer to the appendix in the OCR Level 3 Preparing to Work with Children and Young People (QCF) on guidance for the production of electronic assessment.
- 4.2 Centres should discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.

For more guidance on production and presentation of work please refer to the section on Internal Assessment in the OCR Level 3 Preparing to Work with Children and Young People (QCF).

Instructions on conducting assessment for this model assignment

Introduction to the Tasks

Centres should refer to the section on internal assessment in the OCR Level 3 Preparing to Work with Children and Young People (QCF) for more information on task setting, taking and marking.

These guidance notes should be used in conjunction with the unit specification and OCR Level 3 Preparing to Work with Children and Young People (QCF).

Task Setting

Centres can use this model assignment without adaptation or it can be adapted in line with the scope of permitted model assignment modification section in this document (see section below).

Alternatively, centres may develop their own assessment tasks and this OCR model assignment acts as an exemplar therefore helping to establish the standard expected of a controlled assessment activity. **All centre designed assignments must be quality assured before being used for assessment**, centres must ensure that model assignments they design are appropriate for their intended use and match the requirements of the unit(s).

There is further information on task setting in the OCR Level 3 Preparing to Work with Children and Young People (QCF) .

Task Taking

Supervision

Learners will complete the majority of work for assessment under direct teacher supervision but it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher (the teacher must be able to authenticate all work carried out by the learner). It is also acceptable for assessment to take place outside the classroom but presenters must exercise continuing supervision to ensure essential compliance with health and safety requirements as well as being able to authenticate the learner's work. For this model assignment the following aspects could be undertaken outside of the direct supervision of the teacher:

- Researching nutrition and health
- Interviewing practitioners involved in promoting healthy eating
- Collecting oysters, leaflets etc for task 3

Time

Centres can decide how the time can be allocated between each part or individual task in the assessment.

For this model assignment we recommend that the overall assessment time is allocated as follows:

- 1 to 2 hours – Task 1 – Good nutrition and dietary requirements
- 1 to 1½ hours – Task 2 – Therapeutic diets
- 1 to 1½ hours – Task 3 – Healthy eating – you know it makes sense!
- 1 to 2 hours – Task 4 – Making healthy choices – how to do it!

Resource

Centres can determine which physical resources and information sources are appropriate for the assessment, for example interviewing individuals, practitioners, healthy eating leaflets, internet and textbook research. Learners will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria.

Collaboration

Learners are permitted to work in a team for the assessment, for example to carry out research into types of health promotion materials available. At all times the teacher must be sure each learner can produce evidence of their own contribution to each assessment criteria but centres can determine at which point in an assessment task learners can work together. When learners are working in teams, teachers should consider:

- that all team members have equal opportunity to evidence their skills, knowledge and understanding
- team composition, for example based on learners' preferred learning/reviewing styles
- the number of team members. This is less important than the management and structure of the team. Small groups of 3 to 6 learners could comprise a team
- monitoring the team as work progresses
- exemplifying structures for effective presentations and verbal communication
- providing opportunity for practice/rehearsal and giving structured feedback

If witness statements are used to support learners' evidence, these should be completed individually for each learner.

Scope of permitted Model Assignment modification

The model assignment is very self-contained in its present form. The set of tasks form a coherent whole addressing all the assessment criteria.

No changes can be made to the assessment criteria.

The model assignment can be changed in terms of:

- the learner's brief, which can be contextualised or amended to suit local needs. However, the scenario must still be set within a children and young people's workforce context
- who the end user/client is and what their requirements are
- each specific task may be appropriately contextualised (ensuring that learners have the opportunity to cover all assessment criteria through the tasks)
- links to other unit assignments
- the type of evidence required and the format it takes (providing the assessment criteria do not demand specific evidence or format)
- Timings given for each assessment task are only approximations and it is permissible to vary them depending on the approach taken to each task and the overall context of the assignment.

OCR has ensured that, in the language used and tasks and scenarios provided, we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners

If centres wish to adapt the model assignment we strongly advise that staff responsible for modifying the model assignment and quality assuring it refer to the publication *Fair access by design*.

If modifications are made to the model assignment it is up to the centre to ensure that all assessment criteria and marking criteria are adequately covered.

Additional guidance on managing the assessment

Additional guidance:

- As an introduction to this unit learners could be encouraged to reflect on their own diet and nutrition. Being able to identify aspects of their own dietary choices which are both positive and negative, with links made to health and wellbeing should be a good starting point.
- Practitioners such as community midwives, dieticians and health promotion specialists could be good sources of information.

Learners could work in teams to carry out research and to produce materials for the 'Health Day' stall. There is no requirement for each individual learner to cover all of the examples listed in the content of the unit. Teachers must however be confident that the work they mark is the learner's own.

- For task one it is envisaged that the booklet could be produced as team effort with each member of the team having a specific tasks to complete.

For the booklet:

- the components of a healthy diet could be divided up equally between the team members, each being responsible for their own section of the booklet

For the workshops:

- each team member could focus on one deficiency disorder
- each team member could produce a nutritional needs section of the workshop about a different life stage
- each team member could produce a section of the workshop about a different cultural or religious influence on diet

and so each learner will have produced their own set of evidence.

- For task two this could again be produced as team effort with each member of the team having a specific therapeutic diet to research and write about. The individual contributions would be put together to form the guide.
- For task three the same method could be used with each team member taking one piece of Government guidance such as the eat well plate, one national campaign such as 'Change4life' and one or two pieces of legislation to research and gather or produce display materials about.
- In task four each team member could produce a worked example of comparing food labels for a particular food product and also comparing an unhealthy fast food option with a healthy fast food option. These examples could then be put together to form the 'toolkit' for people to use.
- THIS UNIT IS PASS/FAIL. Please refer to the Glossary (section 12 of the OCR Preparing to Work with Children and Young People handbook) for guidance on vocabulary used in assessment criteria.

Evidence summary

This is a summary of the evidence the learner will be expected to produce in relation to this model assignment.

It is important to note that when completing this model assignment it may be possible to generate the evidence in a variety of formats and there is guidance on the options below. In some cases the task or model assignment will require a specific format for the outcome and this will be clearly marked in the table.

Task title	Evidence prescribed for activity	Format of evidence could include (this list is not exhaustive)	AC coverage
Task 1 Good nutrition and dietary requirements	<ul style="list-style-type: none"> • an information booklet • workshop materials 	<ul style="list-style-type: none"> • an information booklet Workshop materials eg: factsheets/leaflets quizzes questionnaires card matching game	<ul style="list-style-type: none"> • AC1.1 • AC1.2 • AC1.3 • AC2.1 • AC2.2 • AC2.3
Task 2 Therapeutic diets	<ul style="list-style-type: none"> • A guide to therapeutic diets 	<ul style="list-style-type: none"> • a guide to one therapeutic diet 	<ul style="list-style-type: none"> • AC3.1 • AC3.2 • AC3.3
Task 3 Healthy eating – you know it makes sense!	<ul style="list-style-type: none"> • A range of display materials 	display materials eg: <ul style="list-style-type: none"> • poster • factsheet • leaflet etc 	<ul style="list-style-type: none"> • AC4.1 • AC4.2 • AC4.3 • AC4.4
Task 4 Making healthy choices – how to do it!	<ul style="list-style-type: none"> • A 'toolkit' for people to use when choosing food products 	'toolkit' materials could include: <ul style="list-style-type: none"> • examples of food labels and what they mean • factsheets comparing healthy/unhealthy options • leaflets • quiz etc 	<ul style="list-style-type: none"> • AC5.1 • AC5.2 • AC5.3 • AC5.4