

Health and Social Care

OCR J811/J821 Unit R028 Level 1/Level 2

Cambridge Nationals Certificate/Diploma in Health and Social Care

Unit Recording Sheet

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, should be attached to the assessed work of each candidate.											
Unit Title	Understanding the development and protection of young children in an early years setting					Unit Code	R028	Session	Jan / June	Year	2 0
Centre Name							Centre Number				
Candidate Name							Candidate Number				
Criteria							Teacher Comments		Mark	Page No.	
LO1: Understand the key milestones of physical, intellectual, and language development between 0-5 years ¹											
MB1: 1 - 3 marks		MB2: 4 - 6 marks		MB3: 7 - 9 marks							
Demonstrates a basic understanding of the physical, intellectual and language developmental milestones in children between 0-5 years.		Demonstrates a sound understanding of the physical, intellectual and language developmental milestones in children between 0-5 years.		Demonstrates a thorough and clear understanding of the physical, intellectual and language developmental milestones in children between 0-5 years.							
[1 2 3]		[4 5 6]		[7 8 9]							
MB1: 1 - 4 marks		MB2: 5 - 8 marks		MB3: 9 - 11 marks							
Provides a basic explanation, including a few comparisons, of the key milestones of a child aged between 0-5 years. Demonstrates some understanding of the normal development stages, which will partly follow the correct sequence.		Provides a clear explanation, including some comparisons, of the key milestones of a child aged between 0-5 years. Demonstrates an understanding of the normal development stages in correct sequence.		Provides a detailed explanation, including detailed comparisons, of the key milestones of a child aged between 0-5 years. Demonstrates a clear and thorough understanding of the normal development stages in correct sequence.							
A limited range of examples are given for few of the key milestones.		A range of relevant examples are given for many of the key milestones.		A range of relevant examples are given for most of the key milestones and the relevance of their use is justified.							
[1 2 3 4]		[5 6 7 8]		[9 10 11]							

Criteria			Teacher Comments	Mark	Page No.
LO2: Understand the key milestones of emotional and social development between 0-5 years					
MB1: 1 - 4 marks	MB2: 5 - 7 marks	MB3: 8 - 10 marks			
Demonstrates a basic understanding of the emotional and social developmental milestones in children between 0-5 years. [1 2 3 4]	Demonstrates a sound understanding of the emotional and social developmental milestones in children between 0-5 years. [5 6 7]	Demonstrates a thorough and clear understanding of the emotional and social developmental milestones in children between 0-5 years. [8 9 10]			
MB1: 1 - 4 marks	MB2: 5 - 7 marks	MB3: 8 - 10 marks			
Provides a basic explanation, including a few comparisons, of the key milestones of a child aged between 0-5 years. Demonstrates some understanding of the normal development stages, which will partly follow the correct sequence. There will be some errors in spelling, punctuation and grammar. A limited range of examples are given for few of the key milestones. Draws upon limited skills/knowledge/understanding from other units in the specification. [1 2 3 4]	Provides a clear explanation, including some comparisons, of the key milestones of a child aged between 0-5 years. Demonstrates an understanding of the normal development stages in correct sequence. There will be minor errors in spelling, punctuation and grammar. A range of relevant examples are given for many of the key milestones. Draws upon some relevant skills/knowledge/understanding from other units in the specification. [5 6 7]	Provides a detailed explanation, including some comparisons, of the key milestones of a child aged between 0-5 years. Demonstrates a thorough understanding of the normal development stages in correct sequence. There will be few , if any, errors in spelling, punctuation and grammar. A range of relevant examples are given for most of the key milestones and the relevance of their use is justified . Clearly draws upon relevant skills/knowledge/understanding from other units in the specification. [8 9 10]			

Criteria				Teacher Comments	Mark	Page No.
LO3: Be able to create a safe environment to protect children (in an early years setting)						
MB1: 1 - 4 marks	MB2: 5 - 7 marks	MB3: 8 - 10 marks				
Provides a basic explanation of types of risks and hazards to be considered in an early years setting and includes some ways of protecting early year's children. Few are supported with relevant examples. Carries out a basic risk assessment on an early years setting with support. Completes documentation with basic information. [1 2 3 4]	Provides a clear explanation of the types of risk and hazards to be considered in an early years setting and includes different ways of protecting early years children. Some are supported with relevant examples. Carries out a sound risk assessment on an early years setting with limited support. Completes documentation with sound information. [5 6 7]	Provides a detailed explanation of the types of risk and hazards in an early years setting and effectively considers different ways early years children need to be protected. Most are supported with relevant examples. Independently carries out a detailed and thorough risk assessment. Completes documentation with detailed information. [8 9 10]				
MB1: 1 - 4 marks	MB2: 5 - 7 marks	MB3: 8 - 10 marks				
Produces a basic plan of how to promote and maintain a safe environment for children in an early years setting, including limited features few of which will have examples and purposes of use explained. [1 2 3 4]	Produces a clear plan of how to promote and maintain a safe environment for children in an early years setting, including some features, some of which will have examples and purposes of use explained. [5 6 7]	Produces a detailed and thorough plan of how to promote and maintain a safe environment for children in an early years setting, including many of the features most of which will have examples and purposes of use explained. [8 9 10]				
Total/						
If this is a re-sit, please tick		Session and Year of previous submission	Jan / June	2	0	Please tick to indicate this work has been standardised internally

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website (www.ocr.org.uk).

Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.

