

Home Economics (Child Development)

General Certificate of Secondary Education **J441**

OCR Report to Centres

January 2013

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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.

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Overview

The cohort taking the specification although small was wide and varied. From the evidence seen both the controlled assessment and the examination paper proved accessible to all the candidates and provided plenty of opportunities for a wide range of abilities to gain success, at the same time it provided differentiation across a wide range of abilities.

B011 Controlled Assessment – Short Tasks

The majority of the work followed the OCR practical and investigative themes with some adaptations. **Centres must use the set titles with only minor adaptation.** Centres must not change the total focus and topic as this could disadvantage their candidates.

Candidates are required to complete three Short Tasks. The focus of these tasks must be taken from the board set titles which can be found on the OCR web site. **Candidates need to undertake tasks that will illustrate a range of skills and not be repetitive.** For example, two practical food outcomes are not acceptable.

The Investigative Task should be undertaken with a different approach from the practical tasks, the use of questionnaires, interviews with resultant written data, is recommended. Nutritional analysis with relevant conclusions can also be used to good effect. Centres can contact OCR for further advice prior to candidates embarking on their task.

The Short Tasks submitted were of an appropriate length and reflected the allocated time (7 hours for each Short Task) permitted. The majority of candidates did not include large quantities of research, (this does not form part of the planning section) as was evident in previous submissions. However, where research was included, it was incorrectly given credit by a small number of centres.

In many centres, it would appear that insufficient time was spent by candidates on planning. The plans were often brief, did not explain the candidate's aims and objectives, or provide any detailed indication of the resources and how they were going to be utilised throughout the task. There were many teacher based sheets which did not enable the candidates to achieve and show originality. The latter were frequently just bullet pointed responses lacking in detail or were not relevant to the outcome being undertaken. There was also too much evidence of websites with little or no explanation of use or relevance.

Candidates are required to carry out a plan of action that is logical, concise, and which clearly identifies the key priorities that are required to carry out the chosen task. This could take the form of a flow chart or step by step account and should be sufficient in detail for the candidate to carry out the planned work. This is paramount if high marks are awarded.

Good practice was evident by those candidates undertaking a leaflet, poster or magazine article including an annotated draft layout of how their outcome may be constructed. This included different fonts, sizes, relevant layout and content. Accurate plans demonstrated progression through the stages of working and were an effective tool for delivering this part of the planning section.

Some candidates considered safety aspects of making their identified outcome, for example; comparisons of bought/homemade baby food or investigating baby changing facilities in their area

Carrying Out – Organisation

Many candidates did not show that they had followed their plans. Also in this section there was some over marking of the written evidence to show that the work had been carried out. Some centres gave credit for work being carried out based only on evidence of the research. Candidates must provide a written account with confirmation of the results of their practical outcome or investigations together with clear annotation and/or photographic evidence. Good practice saw the use of diary logs, tabulated charts, annotated photographs or written accounts of the work undertaken or a section linked to the plan of action.

In a number of centres there was a lack of detailed written evidence undertaken by the candidate to support the work carried out. This is in addition to and separate from the evaluation section. Evidence is credited to the carrying out 'Organisation' section of the assessment criteria.

Candidates must follow their plans making good use of the time available and should organise their resources effectively using any equipment safely and independently.

Several candidates provided outcomes of leaflets (child care facilities – breast v bottle) and there was a variety of approaches as to how the candidate undertook the task, together with a wide and diverse level of success. Many were able to present the data they had researched from surveys with varying levels of competency.

Carrying out work to a 'high standard' led to a wide range of interpretations. Whilst there were some excellent leaflets, posters and meals in evidence, many teachers accepted poor quality content and finish, and often gave high or even full marks.

Some work lacked a range of techniques across the three tasks. Candidates should undertake a variety of tasks to fulfil a range of different skills and techniques.

To summarise, candidates should use a range of suitable methods when carrying out their planned work together with appropriate resources. Centres should provide relevant annotation to support the marks awarded in the section. Brief general comments are not sufficient. The cover sheets (CCS319), which can be downloaded from the OCR website, should be completed and attached to the work making sure that there is clear justification of why the marks are being awarded.

Practical Outcomes

Many candidates made full use of ICT skills to produce leaflets and magazine articles. However, many outcomes were not worthy of the full marks given by centres awarded as a number lacked clarity and were untidy with poor presentation.

The quality of outcomes was mixed and yet in many cases had been awarded high marks. Some candidates, hand produced leaflets that were disappointing as they were often limited in content and lacked visual quality stimulus.

Investigative Outcomes

The outcome in the investigations did not show a 'range of detailed results and a small number of candidates did not have evidence of investigative techniques, or meaningful results. Quite a number had simply produced a leaflet, with no evidence of an investigation. It is important that the investigative task should include a range of detailed and accurate results. This may take the form of testing with comparisons, cumulating in a survey with appropriate conclusions. The aim of a survey must be included. It is obvious that the use of ICT for this Short Task is strongly encouraged, particularly for resultant data. A number of candidates did not provide "Detailed and accurate results". Where questionnaires were used they were not always relevant to the topic. In addition some candidates included multiple copies which are not required.

Evaluation

Some candidates did not review the whole task. Evaluations were sometimes an account of what the candidate had done in the task (often being used as the written evidence part) which meant information was repeated but not necessarily evaluated. Many candidates were able to evaluate all sections (particularly if they had each section in the main body of the work) and most gave some strengths and weaknesses with suggested ways to improve the task.

In general the evaluation was often tackled more successfully than the earlier sections in the Short Tasks. However, some centres were over-generous when crediting marks in this section. Those candidates who had used written evidence effectively as part of the execution section had also grasped the concept of the overview of the whole task response in the evaluation. Weaker candidates tended to explain why they had carried out the outcome in the evaluation, rather than addressing the strengths and weaknesses of the task as a whole.

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

Administration

The use of OCR Interchange for the submission of marks by centres, the auto checking and updating of arithmetical errors and feedback reports greatly assists in the administration of the moderation process. There was good use of secured cover sheets to each of the three short tasks. Detailed annotation on the front cover sheet was usually relevant and justified the marks being awarded. In some centres the task being used had not been identified or numbered and the investigation had not been highlighted. The centre name and number together with the candidate name and number should be completed in the appropriate sections for each of the three short tasks.

B012 Controlled Assessment – Child Study

The cohort taking this unit was small, Centres are reminded that to fulfill 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 approximately 22 hours are allocated for the completion of the task. The themes can be found on the OCR website and in the specification if further guidance is required. It should be noted that emotional development is not a board set theme and in consequence must not be used.

Research

Selecting and Planning the Observations

A number of candidates did not use the research previously undertaken in the planning section to identify and produce a range of possible ideas for their observations. In some cases the research had not been collated and assessed as to its suitability. The ideas suggested were not always appropriate for the age of the child.

Some candidates fully considered and justified the range of methods for their observations and there were some links to the task title and area of development.

Candidates mostly drew up accurate and detailed plans however there was a tendency for these to be over marked. The best work used a variety of methods to record the results of the observations and these were included together with clear reasons for choice.

Practical observations

It is suggested that five to six observations are undertaken. In some cases there was good practice seen with each observation having a different focus that related clearly to the area of development chosen. Visits were recorded accurately using the sheets constructed in the previous section. The best work included strong evidence of each observation supported by teacher annotation to justify the marks awarded. Where candidates had written up each observation after the visit the evidence showed that they were able to remember what had been seen and relate their understanding to the development area being studied, including their own views and opinions. This was then credited in the 'Applying Understanding to Observations' in the 'Outcomes' section of the assessment criteria.

Outcomes

Some candidates demonstrated that they had understood and applied their gained knowledge to what they had observed and how it related to their child and the area of development. In the weaker work Candidates had not included original thoughts and opinions about their observations. Candidates had not always taken every opportunity to compare the child with others/norms. This could have been demonstrated by sharing understanding with other peers, group work in class, or using text book norms for reference.

Conclusion and Evaluation

In the best work seen candidates produced a high quality evaluation that included all aspects of the task. They drew logical and relevant conclusions that related back to their task title. Some candidates were able to identify and explain their strengths and weaknesses in their work and recommend improvements. To achieve high marks candidates are expected to use a good standard of written communication throughout the whole task using specialist terms/terminology in a structured format.

Administration

Centres must provide clear annotation in the study to support the marks awarded. Centres are advised to have dividers or clear headings between each assessment criteria. Centres must securely attach the child study and clearly identify the candidate number and name to the cover sheet with the task title being clearly written on the cover sheet. These can be located on the OCR website and coded CSS318.

B013 Principles of Child Development Written Paper

Principal Examiner's Report

Although the cohort of students taking this paper was quite small, the paper proved accessible to all candidates giving plenty of opportunity for differentiation. Good practice seen on a number of scripts was a plan for the extended response question.

Questions throughout were well attempted.

- Q 1 a)** There were a range of responses. Some candidates achieved full marks for giving the clear signs of a baby being ready for weaning whilst others incorrectly gave “biting or chewing things”, “when babies have teeth” and “refusing bottle/breast”.
- Q1 b)** Many candidates correctly identified vitamins, minerals and fibre. Weaker responses focused on being “healthy”.
- Q1 c)** This question differentiated well with some good responses eg “hand held computer games so less exercise from playing outside” or “parents/carers both working so relying on ready meals”. Weaker responses included “eating too much fatty foods” and “copying parents”.
- Q1 d)** Some candidates just repeated the statement under each thermometer whilst others could clearly identify “digital” and “strip”.
- Q1 e) i)** Well answered by the majority. “Snacks” and “drinks” were the most common incorrect responses.

Some candidates did not gain full marks on this question due to a ‘scattergun’ approach for which, under current guidelines, marks may not be awarded.

“where the candidate has adopted a 'scattergun' approach by providing multiple answers to a single response question, no mark should be awarded”.

- Q1 e) ii)** Features of high level responses focused on “role play”, “visit beforehand”, “read books about hospitals” and “explain what is going to happen”. Vague responses such as “tell them there is nothing to worry about” gained few marks.
- Q2 a)** Some good responses using correct terminology “before birth” whilst some thought it was an ante natal class or care during pregnancy.
- Q2 b)** Excellent differentiation where candidates could show both their knowledge and understanding of the command word “explain”. Weak answers often referred to diabetes, genetics and pre-eclampsia being reasons for blood tests. Several candidates saw ‘HIV’ as an ‘STI.’ Many also referred to ‘diabetes’.
- Q2 c) i)** Few candidates know this term meant “present at birth”.
- Q2 c) ii)** Correct answers identified genetics and smoking. Some incorrectly said ‘drinking’ with no reference to alcohol.
- Q2c) iii)** Very well answered by everyone.

- Q3 a)** This question was very well answered by most candidates. A common error was confusion between 15 months and 3 years toys.
- Q3 b)** Candidates on the whole answered this well. Those who lost marks did not mention the use of fingers.
- Q3 c)** Many candidates had correctly identified that the question was asking for toys suitable for a 1 year old. Some identified toys too complex.
- Q3 d)** Some good answers with descriptions e.g. “soft, so does not cause a rash on skin” and “warm/cool to suit season”. One point to watch is that “non-flammable/flame resistant” means it will not catch fire easily. Many incorrectly thought if the item was flameproof it wouldn’t catch fire at all.
- Q4 a)** Play groups, day nurseries and mother and toddler groups were all correctly identified. Candidates lost marks for repeating the question using “pre-school” or writing “nursery” without the correct qualification i.e. day nursery, nursery school or nursery class.
- Q4 b)** (i, ii and iii) Well answered.
- Q4 c)** Good knowledge of play was evident. Common errors related to the stages of social play.
- Q4 d) i)** Most candidates understood this was related to parents/carers and child but a few did not explain that it was the shared feelings of love/affection. Vague answers included “people getting on together”. Some saw it as the relationship between their friends.
- Q4 d) ii)** a number of candidates were able to give the necessary conditions with some explanations. Vague answers related to types of play or aspects of social play.
- Q5)** There were some good answers to this question that discussed the advantages of preparing for a family e.g. accommodation, stable relationships, money, career breaks and responsibility. Answers that did not gain marks focused on preparation of the nursery and ante natal care.

The question on choosing a home for a family differentiated well. Good answers seen referred to being near parks or schools, having a garden, toilet facilities, size, not being damp and being near to the extended family and gave clear explanations of each point. Weaker answers focused mainly on safety in the home with little or no explanations.

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