

ELC

Child Development

Entry Level Certificate **R350**

OCR Report to Centres June 2014

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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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General Comments

Most candidates undertook suitable tasks and were able to achieve appropriate levels. The two Short Tasks demonstrating different practical skills and knowledge, and the Development Task where candidates were able to assess a variety of skills: research, selecting, planning, practical work and evaluation.

Most candidates followed procedures correctly, with good evidence of work and written results of outcomes throughout the three tasks. The outcomes were either in the form of games, leaflets or meals; many were supported by digital photographs. Most candidates had been assessed at the correct level.

Where candidates had received extra support, for example, by a teaching assistant providing extra guidance and help, best practice was seen where this was highlighted on the portfolio. Where candidates gave oral answers or discussions with members of staff, good practice was evident when this was recorded by annotation on the Unit Recording Sheet.

The use of ICT should continue to be encouraged. Excellent examples were seen where ICT provided structure and support for candidates who found communication and literacy difficult.

Where photographs of children are included as part of the evidence, care should be taken to maintain confidentiality.

Short Tasks

Planning must be the candidate's work and not teacher hand-outs; it should include the whole task from starting point to conclusions. Poor practice was evident when candidates initially focused on the task but then moved into vague responses. High marks can be awarded when they had been qualified and justified.

The evaluation should be a summary of what candidates discovered from their work, it should include a comment on strengths and weaknesses and how and why these helped the candidates to reach their conclusions. Superficial statements should not be encouraged.

Best practice was seen where candidates referenced the whole task when planning their work. When questionnaires were used, only one copy should be included with appropriate conclusions.

Outcomes were in the form of leaflets, posters and food dishes. ICT was used to enhance the presentation and outcome of work by the use of a variety of software programs.

Good practice was evident in the planning and conclusions sections as responses were relevant to the task and not generalised. This supported the points raised and could be related specifically to the work.

Adequate annotation was provided and in addition this included how much help and guidance had been offered to each candidate.

Developmental Task

Most candidates appeared to find the Developmental Task more demanding than the Short Tasks. Many candidates were able to show some knowledge of the areas of development, and had an understanding of development progress. Candidates adhered to the criteria by focussing their work at a child between the ages of 0 to 5 years.

At the high end of the mark range there was good work that was supported by written comments and annotated photographs, these clearly showing how marks were awarded. Good practice was seen in the recording of candidate oral responses by teachers where no written evidence was available. This supported the moderator as it made them aware of why the marks have been awarded.

Candidates emphasised the area of development that they had focused on and gave reasons for this selection.

In the research section good practice was evident with candidates including details of how their item met the task requirements. Candidates then went on to name their skills and how those helped them complete their chosen task in the relevant area of development.

Candidates provided a full description of what was being produced; health and safety points were addressed. A number of candidates were given direct help and guidance in the planning section to enable them to produce a worthwhile plan which was important in helping them achieve a positive outcome.

The allocation of marks in the conclusions and evaluation section is 15, and this was reflected in the work. Conclusions were relevant to the task with clear evidence of how the task worked and the suitability for the child or children.

Those candidates who performed well had tested their item with an intended user. Candidates who undertook such testing were able to produce a conclusion with tangible evidence to support their comments.

There were a variety of pro-formas and writing frames to aid candidates and most candidates made use of them appropriately. These assisted the candidates and supported them in maximising their achievement. Where candidates had needed to use pro-formas, most centres had correctly taken this into account when giving marks for independent work.

Conclusion

The Entry Level qualification benefits candidates who would normally experience problems completing GCSEs. Much of the work seen this year has been excellent.

Centres are reminded that this specification can be taught over one or two years.

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