

**Cambridge National**

**Child Development**

Level 1/2 Cambridge National Certificate in Child Development **J818**

**OCR Report to Centres January 2018**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2018

## CONTENTS

### Level 1/2 Cambridge National Certificate in Child Development J818

#### OCR REPORT TO CENTRES

<b>Content</b>	<b>Page</b>
R018 Health and well-being for child development	4
R019 Centre assessed task – Understand the equipment & nutritional needs of children from birth to five years	8
R020 Centre assessed task - Understand the development of a child from birth to five years	11

# R018 Health and well-being for child development

## General Comments:

The majority of candidates answered all the questions and a wide spread of marks were achieved. There were very few 'no response' answers, often these were for single word, factual answers indicating a gap in the candidate's knowledge.

Time appears to have been used effectively and longer answer questions were attempted by the majority, suggesting that candidates had enough time to produce their responses. Most candidates were able to complete all of the questions on the examination paper itself with few using the extra pages at the back of the script or requiring additional answer books.

Many candidates had been well prepared for the examination and were able to apply their knowledge to produce well-structured, responses correctly using terminology from the specification. For Section A questions, that are context based, many candidates produced good responses that clearly related to the context provided, enabling them to achieve higher marks.

Although it was clear that they possessed knowledge some candidates were unable to gain high marks as they did not do what the question asked. Centres need to guide candidates about the command verbs in the questions – identify, describe, explain, analyse etc. For example, producing a list of ways parents can keep their child safe online, when an 'explanation' of example ways has been asked for, will not achieve more than level one marks.

Labelling of work continued on the extra pages was correct in many cases, but there were some that had to be worked out by the Examiner as the numbering was incorrect. It would be helpful if candidates could be encouraged to give the correct question number and the correct part of the question for example 3(b).

A number of scripts proved challenging to mark due to the poor handwriting. This can be very difficult for Examiners to decipher and candidates should be encouraged to write as clearly as possible so that they can gain full credit for their responses.

## Comments on Individual Questions:

### Question No.

1(a)

The majority of candidates understood the term 'antenatal'. A small number however referred to 'care during pregnancy' or 'classes that pregnant women go to'.

1(b)

Correctly answered by the majority of candidates with many gaining full marks. Common incorrect responses were signs of pregnancy, 'crowning' or 'pain relief needed'. Some answers were a little vague particularly about the cervix dilating where a number wrote that 'the vagina gets wider'.

1(c)

A mixture of responses with only a small number of candidates gaining full marks. Many confused Pethidine with an epidural. Many responses were often vague or repetitive stating that it relieves / reduces pain. Some candidates used one advantage as a disadvantage for the other which is repetition. Overall candidates seemed to be more familiar with gas and air.

1(d)

A number of candidates gave clear 'how' and 'why' gaining full marks. Many gained only one mark usually for the 'how', with less clarity about 'why' forceps would be used. There were many rather graphic descriptions, lacking accuracy, suggesting forceps are used for 'gripping', 'grabbing' and 'clamping' the baby's head and 'pulling it out'.

2(a)

Some candidates were very knowledgeable about the purpose of the APGAR score responding well and gaining full marks for answers including reference to checking or assessing the baby to identify any complications, need for specialist help or tests taken immediately after birth and five minutes later to determine the condition of the baby. Other weaker answers were very vague such as 'shows if a baby is healthy'.

2(b)

Generally well answered with many candidates gaining the mark for shows the baby is healthy. A few candidates thought that 9 was a poor score or gave vague answers such as 'the baby is ok'.

2(c) (i)

Most candidates knew the correct answer.

2(c) (ii)

Generally correct responses. The most common incorrect response was 'crying'.

2(d)

Many correct responses, but quite a number of candidates thought it was 6 hours or 6 days.

2(e)

Many correct responses, the most common incorrect answer was either 'blood check' or 'blood test'.

2(f)

A range of responses with correct answers linked to feeding advice, immunisations, baby groups and post-natal depression. However a number of candidates referred to providing financial advice and the health visitor cooking, cleaning and looking after the baby. Some vague answers just stated she would 'give advice'.

2(g)

The majority gave specific, practical suggestions which gained marks, examples include nappy changing, night feeds, housework, shopping and cooking. Where candidates did not gain marks it was due to vague responses that did not include an actual 'way' of supporting Tracey, such as 'helping with the baby'.

3(a)

Candidates have an understanding of the dangers of the internet and correct responses were based around strangers, giving out personal information, cyber bullying, and inappropriate content. However many answers were repetitive or unclear, with incorrect responses linked to hacking, stalkers, or vague comments for example 'things that they should not see'.

3(b)

There were some excellent answers, possibly because this is a very current topic which has been covered generally by schools and in the media, and which is relevant to the candidates' age range as well as young children.

Some good examples of what parents could do were based around raising awareness of strangers, giving out personal information, cyber bullying, and inappropriate content. Also being consistent with rules, including only using tablets under parental supervision.

Many responses often gave or described a 'way' but lacked any explanation of how it would work to help children keep safe online. This limits marks to Level 1 or 2 as candidates had not noted that the command verbs are 'identify' and 'explain'.

4(a)

The majority of candidates gave the correct answer.

4(b)

The candidates who gave a correct answer also had the correct spelling. Some candidates just repeated 'uterus lining' from the question or 'uterus wall'. Some candidates did not attempt the question.

4(c)

The majority of candidates gained at least 1 mark. Most were able to mention the 'break down' of the lining or that it thickens, fewer candidates were able to state enough for the second mark.

4(d) (i) and (ii)

Some candidates confused the diaphragm with the female or male condom. Quite a few stated that it had to be 'inserted by a doctor', others stated that it 'fitted on the end of the penis' and 'stopped sperm going up the vagina'. Very few mentioned the need for it to be used with spermicide, or just gave a vague 'gel'. Few candidates were accurate enough with where the diaphragm is actually placed – usually not saying that it 'covered the cervix'. Many responses incorrectly said it protected against STI's.

Generally disadvantages were better attempted than advantages. For disadvantages 'not 100% effective' was the most common correct answer. For advantages a lot of answers were vague ones about 'stopping you getting pregnant' these did not achieve marks.

5(a)

Some candidates did not gain full marks due to rather vague, imprecise statements such as 'to be healthy', 'to grow', 'good for the lungs', 'it lets off energy' and 'helps breathing'.

5(b)

Generally well done by most candidates. However, marks were lost for some candidates as they put down food and drink separately or rest and sleep separately, when they are really the same need.

5(c)

This question was not well answered. Some candidates confused it with 'human warmth' and suggested showing the child you love them and give them lots of hugs.

Information given was restricted and often vague. Few gave the room temperature 18°C/20°, in fact some said the temperature of the room should be 37°C. Responses were often restricted to seasonal clothing and blankets and layering. Some candidates vaguely referred to 'illnesses from the cold' rather than hypothermia or respiratory illnesses for example. Very few mentioned the danger of SIDS, suffocation and overheating. A few did mention that babies cannot regulate

their body temperature compared to older children. But generally there was a significant lack of specific knowledge and detail in the answers provided.

5(d)

Many candidates gained at least 3 – 4 marks. Answers that did not gain marks included comments about children ‘not getting messy’, ‘wearing bibs’, ‘not going near dirt’ and vague suggestions that parents should ‘carry wipes’, ‘wipe them down’ or just ‘clean them’.

5(e) (i)

The question required an example of a product, so generic responses such as ‘toys’ did not gain the mark. A specific example of a toy is required.

5(e) (ii)

Many candidates gained just 1 mark for ‘meeting safety standards’. The fact that the product will have been tested is a gap in most candidate’s knowledge.

6(a)

A full range of marks were achieved for this question. Some candidates gained full marks, with many gaining just 1 or two marks. The majority of candidates had understanding of anaemia and rickets as these were the two most common correct answers. Candidates need to be reminded to follow the instructions provided, as a number wrote in their own effects rather than use those from the list in the box. Others put more than one effect in each box. In this case the first effect given is the only one credited.

6(b)

The majority of candidates gained the mark, usually by stating milk, yoghurt or cheese.

6(c)

The majority of candidates gained both marks focusing on colours, shopping together, parent being a role model and involving the child in the cooking. However a number of candidates incorrectly focussed on giving children rewards or a treat as a dessert.

6(d) (i)

Mainly correct responses. Only a small number incorrectly stating lactose intolerance or naming a type of nut.

6(d) (ii)

Very well answered by many candidates, with the most popular correct answers being symptoms such as itching, swelling rash or difficulty breathing. Common incorrect answers were choking, redness and dizziness. A few candidates discussed what to do if they had the symptoms, which suggests they had not read the question carefully enough.

## **R019 Centre assessed task - Understand the equipment & nutritional needs of children from birth to five years**

### **General Comments:**

A small number of centres entered for this unit. From the evidence seen, the unit was accessible to all the candidates and provided opportunities for a wide range of abilities to demonstrate their achievement across levels 1 and 2. Centres must use the specification, OCR set-assignment, and assessment grid to ensure that marks are applied accurately and consistently. It is essential that all three of these documents are used when delivering the qualification.

Candidates are required to undertake only one practical task which must be supported by a witness statement. Assessors must complete the witness statement to justify the marks being awarded. Circling the mark band is not sufficient. Centres are encouraged to enclose photographic evidence of the outcome from the practical task. Work should be applied to the vocational setting 'an on-site day nursery' as outlined in the scenario in the set assignment.

### **Comments**

LO1/LO2: There was not generally a full understanding of the full range of key equipment that should be addressed. All four areas as listed in the specification must be covered for both LO1 room 1 and LO2 room 2 for the nursery. Each of the four key equipment areas must have at least three factors taken from the list in the specification on which to consider the items of equipment selected.

All four areas of key equipment should have equal weighing. Centres undertook travelling and sleeping equipment in greater detail than feeding, clothing and footwear.

In LO1: 1.1 and LO2: 2.1: Candidates must show evidence that they have included a wide range (at least 3) of examples for all four types of equipment to gain Mark Band 3.

In LO1: 2.2 and LO2: 2.2: Candidates should produce a detailed explanation of the key factors they are considering for each type of equipment and support this with well-developed reasons. Each equipment area must also include which item would be suitable for the nursery and which items are rejected. Justification for the selection and rejection must be evident for an award in Mark Band 3.

Centres should ensure that candidates provide evidence that they have clearly drawn upon skills, knowledge and understanding from Unit 18 to provide synoptic assessment. This is a short piece of work so that candidates can link their knowledge with LO5 'Know about child safety'. This must be clearly evidenced by all candidates for both LO1 and LO2. Both should be evidenced by the candidate **not** the assessor.

LO3: This was competently undertaken by candidates giving detail explanations of all the functions and sources of nutrients required for children 0 to 5 years of age. Best practice was seen when the three stages of feeding were presented in a detailed tabulated format. Centres must ensure that all stages are fully addressed. Government guidelines were attempted, with many candidates using the eatwell guide. Centres should be aware that 3 marks only are awarded in Mark Band 3. Work was produced in a variety of formats, leaflets and written prose were the most successful. Evidence must be fully applied to a nursery setting when awarding Mark Band 3.

In LO4: Centre must select one practical task from the 3 given in the set assignment.

Task A is an investigation into feeding solutions for a 0 to 6 month old and must cover a comparison between breast, bottle and combination feeding. Candidates are then required to make a bottle feed. This evidence could be developed by candidates applying their knowledge clearly to the scenario 'a mum planning to return to work at the supermarket and to use the 'on-site nursery'.

The task must include three factors to consider when planning the investigation, one of which should be nutrition. Other factors could include, costs, time, convenience, appealing to recipient. Resources used to undertake the task should be listed.

Candidates are required to produce a nutritional analysis, and they should show that they clearly understand and can interpret the content of the analysis. Simple printouts without any annotation or explanation should be discouraged and only awarded in Mark Band 1. Candidates must complete the making of a bottle feed. Then clear comparisons should be completed focusing on the three types of feeding solutions; breast, bottle and combination..

An evaluation which should be comprehensive with a thorough comparison is required to gain Mark Band 3. Areas to address should include, strengths, weaknesses, suggested improvements and recommended changes. Candidates should also complete this evaluation with a conclusion.

Candidates should provide evaluative comments, descriptive accounts should be discouraged.

Best practice recommends that there is photographic evidence of the making of the bottle feed.

Task B is an investigation into baby foods that are suitable for a 9 month old baby. Candidates are required to choose a homemade version and two similar commercially available baby foods to undertake a comparison. This could include; jar, packet, pouches or tin.

The task must include three factors to consider when planning the investigation, one of which should be nutrition. Other factors could include, costs, time, convenience, appealing to recipient. Resources used to undertake the task should be listed.

Candidates are required to produce a nutritional analysis, and they should show that they clearly understand and can interpret the content of the analysis. Simple printouts without any annotation or explanation should be discouraged and only awarded in Mark Band 1. Candidates must make the homemade version of baby food and present along with the two commercial varieties. Clear comparisons should be completed focusing on the three types of baby foods, homemade and the two commercially produced products.

An evaluation which should be comprehensive with a thorough comparison is required to gain Mark Band 3. Areas to address should include, strengths, weaknesses, suggested improvements and recommended changes. Candidates should also complete this evaluation with a conclusion. Comments should be evaluative, descriptive accounts should be discouraged.

This evidence could be developed by candidates applying understanding clearly to the scenario and the baby food suitable for use in the nursery.

Best practice recommends that there is photographic evidence of the comparison of the three baby foods.

Task C is an investigation into a suitable two course meal for four year old children attending the nursery. Areas that could be considered are; nutritional balance, range of flavours and textures and portion size. The task must include three factors to consider when planning the investigation, one of which should be nutrition. Other factors could include, costs, time, convenience, appealing to the recipient. Resources used to undertake the task should be listed.

Candidates are required to produce a nutritional analysis, and they should show that they clearly understand and can interpret the content of the analysis. They could link the analysis of the meal to the relevant recommended daily allowances for a 4 year old child. Simple printouts without any annotation or explanation should be discouraged and only awarded in Mark Band 1. Candidates must complete the making of the two course meal and compare to the required nutritional requirements for a 4 year old.

An evaluation which should be comprehensive with a thorough comparison is required to gain Mark Band 3. Areas to address should include, strengths, weaknesses, suggested improvements and recommended changes. Candidates should also complete this evaluation with a conclusion. Comments should be evaluative, descriptive accounts should be discouraged.

This evidence could be developed by candidates applying clearly to the scenario and the suitability of food for a meal at the nursery.

It is recommended that there is photographic evidence of the two course meal.

Candidates should reference their sources of information. Best practice suggests this is undertaken throughout the portfolio. A bibliography can also be included to support this evidence.

A witness statement completed by the assessor should be completed to justify the marks awarded showing how the practical task was carried out, for example; confidently, competently, independently, with support. A peer assessment is not sufficient.

The Witness Statements should be individualised for each candidate to show how they as a candidate have met the criteria for the grade awarded. They should identify areas for improvement and record any questions and answers that may have been used in the course of the assessment. More detailed comments by the assessor on the sheet as to how the practical part of the investigation was carried out will justify the marks awarded.

## **R020 Centre assessed task - Understand the development of a child from birth to five years**

A very small number of centres entered this unit and evidence was limited. Centres must use the specification, OCR set-assignment and the assessment grid to ensure that marks are applied accurately and consistently. It is essential that these three documents are used when delivering the qualification. Candidates must present their work with the aim of providing the volunteers at the crèche materials that support their knowledge and understanding. A range of different formats to present work for Tasks 1 and 3 should be encouraged. However, for Task 2 the set assignment states that the information must be a presentation, with notes that are suitable to give to volunteers working at the crèche so they have a better understanding on the different types and benefits of play.

Candidates are required to undertake one initial visit and two subsequent visits to carry out two different play activities. There is no requirement for a witness statement to be completed for this unit.

Work should be applied to the vocational setting 'a crèche' as found in the scenario in the set assignment. However, the observations do not have to be carried out in a crèche.

### **Comments**

Candidates must present their work in their own words. Work that is obviously copied and pasted should be avoided and cannot be awarded high marks.

In LO1: 1 physical, intellectual and social development must be covered in equal detail. The materials should be produced with the aim that it will give the volunteers a thorough understanding of the developmental stages of children attending the crèche. Physical, intellectual and social development norms from birth to 5 year should be covered in equal detail. Intellectual development was often too brief and physical development not in sufficient detail. Social and creativity was generally undertaken satisfactorily.

In LO2: 1 a wide range of examples, (at least 3) of the types of play should be developed with an explanation of the benefits that learning through play can provide. The types of play to be covered are: manipulative, cooperative, solitary, physical and creative as found on page 27 of the specification. The benefits of play should cover all four areas; physical, intellectual, social and creativity.

Benefits should be specific rather than general in content. The work must be produced as a type of presentation with notes that could be given to the volunteers who work at the crèche. The notes should be user friendly and appropriate to enable volunteers to apply them in their role within the crèche.

In LO3: centres must address all elements of this task as it is key to positive achievement. Candidates must plan and undertake an initial visit on the child with whom they will be carrying out the two play activities. This visit is key to gaining some relevant information to then inform their choice and planning of the two play activities they will subsequently undertake with that child. It is recommended that set of questions be devised to ask during this visit.

Only one area of development is required for both play activities.

Two activities must be selected and plans must include all points listed in the specification (page 28).

Each activity must include; the developmental area chosen, aims, type of activity, reasons for choice, safety consideration, timescale, resources to be used, methods of observing and recording. Any reasons for choice must be relevant to the development area chosen.

To gain Mark Band 3 candidates must have shown evidence that they have used their initial visit to inform their planning. There should also be an explanation of the different methods of observation and recording that are going to be used.

These could include observations; naturalistic, event sampling, snapshot and participative. Methods of recording may include; written, child's work, charts, photographic. However, confidentiality of the child is important; names and full face photographs should not be included.

Candidates must also provide evidence of drawing on skills, knowledge and understanding from RO18 in the specification, for example where candidates have covered conditions of development and child safety. This synoptic assessment must be evidenced by the candidate not the assessor.

In LO4: 4.1 two planned play activities must be carried out. It is not necessary for the child study to be carried out in a crèche setting. Candidates may study a sibling or family member. Toddler groups, day nurseries and crèches can also be used or any suitable early years setting.

The two planned play activities should be carried out and comprehensive records produced. The activities do not have to be lengthy and could be completed back to back for example 15 or 30 minutes each depending on the age of the child and the activity planned.

There should be comprehensive records for both activities. Candidates should produce a detailed explanation including clear reasoning of comparisons to expected developmental norms that have been chosen.

The comparisons should contain a wide range of (at least 3) examples.

In LO4: 4.2 an evaluation of both the plans and actual activities should be produced. This evidence should be thorough, detailed and relevant to gain Mark Band 3. Strengths, weaknesses and suggestions for any improvements including clear justification for those changes should be included. To further secure Mark Band 3 criteria there should be a conclusion that explains whether the aims were met with some relevant justification to support the comments.

Candidates should reference their sources of information. Best practice suggests this is undertaken throughout the portfolio. A bibliography can also be included to support this evidence.

Spelling, punctuation and grammar should be considered in this learning objective.

The use of writing frames/templates to assist learners in the generation of evidence is not permitted as the evidence must be individually created by learners. The use of writing frames can assist and guide learners and provide an unfair advantage, this also contributes to over direction. Writing frames/templates/worksheets constitute help, or over direction, additional to that which is allowed by the qualification, Section 4.3 of the specification. Centres must not give credit to work which has been produced with additional assistance. Please refer to the JCQ Instructions for the Conduct of Coursework, 2015 - 2016, which provides additional guidance. This document can be found at <http://www.jcq.org.uk/exams-office/coursework/instructions-for-conducting-coursework>.

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2018

