

## **CAMBRIDGE NATIONALS**

*Examiners' report*



# **CHILD DEVELOPMENT**

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**J818**

**R019 (moderated)**  
**R020 (moderated)**  
**Summer 2018 series**

Version 1

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## R019 and R020 Introduction

Our Lead Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Objectives. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

## R019 General overview

The effective use of URS was mixed due to a number of factors. Centres should ensure that the URS is accurately and fully completed. Many centres did not complete the candidate number or full name. Annotation is crucial to justify the mark being credited in each Learning Objective.

Centres should make sure that the correct totals are transferred onto OCR Interchange. A significant number of clerical errors were evidenced and action had to be taken to ensure each candidate's correct mark was applied.

Centres are reminded that writing frames should not be used. Further details can be located on the 'Cambridge Nationals generating evidence' document on the OCR web site:

<http://www.ocr.org.uk/Images/284791-guide-to-generating-evidence.pdf>

Witness statements were of a varying standard. Centres should individualise each witness statement to support the carrying out of the practical task. Circling the mark band on the witness statement is not sufficient.

Most centres provided the sample for moderation securing with a treasury tag. It is recommended that each task is clearly identified within the portfolio.

Internal standardisation was seen to be undertaken appropriately and a common standard produced.

Best practice suggests that photographic evidence is provided of candidates undertaking the practical task. However, full face photos should not be included.

It is imperative that centres use the OCR set assignment when undertaking R019 and that evidence is applied to the vocational scenario.

## Comments by LO

**LO1 – Understand the key factors when choosing equipment for babies from birth to 12 months, and**

**LO2 – Understand the key factors when choosing equipment for children from one to five years**

LO1/LO2: There was generally not 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.

Centres are recommended to undertake this work by focusing on two children, one from each age range that could attend the nursery and provide items of equipment that they could use. This work could be produced as a booklet or a set of leaflets or both, and enable candidates to readily apply their findings to the vocational setting. It is not a requirement that candidates have to visit a nursery.

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

In LO1: 1.1 and LO2: 2.1, candidates must show evidence that they have included from 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. Many centres did not provide evidence that included reasons for selecting and rejection of equipment items and in consequence could not gain access to 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 LO4 '(Diet related illnesses) and/or LO5 (Know about child safety). This must be clearly evidenced by all candidates for both LO1 and LO2 and this can be undertaken as one piece of work covering both LOs.

**LO3 – Know the nutritional guidelines and requirements for children from birth to five years**

LO3 was competently undertaken by candidates giving detailed explanations of all the functions and sources of nutrients required for children 0 to 5 years of age. The three stages of feeding were frequently presented in a detailed tabulated format. Centres must ensure that all stages are fully addressed. Government guidelines were attempted, with many candidates using the eat well guide. Centres should be aware that 3 marks only are credited for 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.

## LO4 – Be able to investigate and develop feeding solutions for children from birth to five years

In LO4, centres must select one practical task from the three 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 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 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 credited 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; combination, breast and bottle.

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 and 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. 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 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 credited in Mark Band 1. Candidates must complete the making of the three baby foods. Then clear comparisons should be completed focusing on the three types of baby foods, homemade and 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 and 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; balanced 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 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 credited in Mark Band 1. 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 and 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.

## R020 General overview

The effective use of URS was mixed due to a number of factors. Centres should ensure that the URS is accurately and fully completed. Many centres did not complete the candidate number or full name. Annotation is crucial to justify the mark being credited in each Learning Objective.

Centres should make sure that the correct totals are transferred onto OCR Interchange. A significant number of clerical errors were evidenced and action had to be taken to ensure candidate correct mark was applied.

Most centres provided the sample for moderation securing with a treasury tag. It is recommended that each task is clearly identified within the portfolio.

Internal standardisation was seen to be undertaken appropriately and a common standard produced.

Centres are reminded that writing frames should not be used. Further details can be located on the 'Cambridge Nationals generating evidence' document on the OCR web site:

<http://www.ocr.org.uk/Images/284791-guide-to-generating-evidence.pdf>

Best practice suggests that photographic evidence is provided of candidates undertaking the play activities. However, full face photos of the candidate and child should not be included.

It is imperative that centres use the OCR set assignment when undertaking R020 and that evidence is applied to the vocational scenario.

## Comments by LO

### LO1 – Understand the physical, intellectual and social developmental norms from birth to five years

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. Centres should be reminded that emotional development is not part of the specification and therefore should not be included.

### LO2 – Understand the benefits of learning through play

In LO2:1, a wide range of examples (at least three) of the types of play should be developed with an explanation of the benefits 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. Many candidates did not produce their evidence as a presentation with notes. It is important that the set assignment be followed.

### LO3 – Be able to plan different play activities for a chosen developmental area with a child from birth to five years

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 to 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 the child. It is recommended that a set of questions be devised to ask during this initial visit. Consent letters are not required to be sent with the moderation sample.

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 could include charts, written, child's work, charts and photographic.

Candidates must also provide evidence of drawing on skills, knowledge and understanding from R018 in the specification, for example in LO3 where candidates have covered conditions of development and LO5 know about child safety. This synoptic assessment must be evidenced by the candidate not the teacher.

#### **LO4 – Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years**

For 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.

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