

OCR-set Assignment 2

Assessment Material

OCR Level 1 / 2 Cambridge National Certificate in Child Development

**Unit R019: Understand the equipment and nutritional needs of children
from birth to five years**

Please note:

This OCR-set assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- unit entry code R019
- certification codes Certificate J818

The accreditation numbers associated with this unit are:

- unit reference number F/507/7373
- qualification reference(s) 601/7537/0

Duration: Approximately 7–10 hours

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OCR-set Assignment

Information for Learners

OCR Level 1 / 2 Cambridge National Certificate in Child Development

Unit R019: Understand the equipment and nutritional needs of children from
birth to five years

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to show you can complete all of the tasks in this assignment. The assignment describes what work you have to do. It's really important that you can do the work yourself without help from anybody else. That includes teachers, parents and other students. If we think you have not done this work yourself it could mean your marks are changed.

Your teacher marks your evidence and uses the marking criteria grid provided by OCR. You can ask to see the marking criteria. The marking criteria grid is divided into three mark bands. Each one has a range of marks – for example Mark Band 1 = 1–2 marks; Mark Band 2 = 3–4 marks and Mark Band 3 = 5–6 marks. Your teacher will decide which mark band description most closely describes your evidence and then decide how many marks from the mark band to give your evidence.

Q *What help will I get?*

A Your teacher can make sure you understand the assignment. If you get stuck then they can give you some general advice but there are rules about the kind of help and how much they can give you. Too much help might mean you haven't done the work yourself.

Q *What if I don't understand something?*

A If you are not sure, always check with your teacher. They know how much help they are allowed to give you.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass it off as your own. The work could come from the internet, a book or another student's project work. It doesn't matter where it came from it's what you do with it that could make it plagiarism.

There are a few ways plagiarism can happen that you need to know about.

- A student is asked to describe or explain something and they find good information on the internet or from a book. They use it in the evidence they give to their teacher to mark. They don't follow rules about saying where it came from. The 'rules' are about how to reference somebody else's work.
- A student uses information from a book and changes words but copies the sentence structure of a source and doesn't reference where the original work came from.
- A student copies so many words or ideas from a source that it makes up the majority of their work. In this case it does not matter if they have referenced it or not. When the majority of work is somebody else's ideas or thoughts it is not the student's own work.

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

The work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q What is referencing and where can I find out more information about it?

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that you know or understand it and it is likely to be seen as plagiarism. Make sure it's clear in your work how you are using the material you have referenced to inform your thoughts, ideas or conclusions.

You can find more information about how to reference in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q Can I work in a group?

A Only when your teacher tells you that you can. They need to be able to tell who has done which piece of work. People who work in groups cannot all claim the same evidence as being their individual work. Teachers also have to make sure we can see who has done what.

Q Does my work for each task need to be in a particular format?

A For each task we'll tell you if your evidence has to be in a specific format. Check the wording in each task carefully.

- If we use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.
- You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your teacher can advise you. If the coursework is word-processed, you must ensure that your centre number, candidate number and the unit code appears on each page as a header or footer.
- If you are unsure about what evidence you need, please ask your teacher.

Q Can I ask my teacher for feedback on my work?

A We have given your teacher instructions on what kind of feedback they can give you. They are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you. You can use that reminder to try and improve your work yourself. They can say what they've noticed might be wrong with your own work. For example if you describe something where the marking criteria ask for an evaluation they can point that out to you. Your teacher can explain the difference between a description and an evaluation. It's then up to you to decide if you need to change your work. If you think it needs to change you need to change it for yourself.

Q *When I have finished, what do I need to do?*

- A** You should make sure any printed work is in the right order and that all electronic files are sensibly labelled.

If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised). Your teacher will tell you how to do this.

Hand in the work that you've completed for each task to your teacher. They might ask to see your draft work, so please keep your draft work in a safe place.

Q *How will my work be assessed?*

- A** Your work will be marked by your teacher. They will use the information in the unit specific marking criteria grid to decide which mark band your work meets. Each marking criteria grid is detailed in the specification and included in the relevant assignment booklet. Please ask your teacher if you are unsure what the marking criteria are for this assignment.

Scenario for the Assignment

A baby and child exhibition is being held for early years practitioners to display key equipment for 0–5 year olds. One of the highlights is a series of demonstrations and workshops on the theme of healthy feeding options that could be implemented by staff in an early years setting. As a child development student, you and your fellow students are attending the exhibition to gain information and best practice.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Your Tasks

Task 1 – What to consider when choosing equipment for children from birth to 5 years

This task covers all of Learning Outcomes 1 and 2.

After attending the exhibition you have been asked to join an early years practitioners group who are going to re-equip two rooms at a local nursery. Room 1 will be set up for children from babies to 12 months old and Room 2 for children aged 1 to 5 years.

Using your own words, select the key equipment you consider is required for each room. You must also select at least **three** factors when choosing these equipment items for Room 1 and 2:

Room 1 – babies up to 12 months, key equipment for each of the following areas:

- travelling equipment
- feeding equipment
- sleeping equipment
- clothing and footwear.

You must:

- select items of equipment for each of the **four** types listed above
- choose at least **three** factors to consider for each type of equipment
- consider the selection and rejection of each type of equipment
- include a range of examples to support your evidence.

AND

Room 2 – children aged 1 to 5 years, key equipment for each of the following:

- travelling equipment
- feeding equipment
- sleeping equipment
- clothing and footwear.

You must:

- select items of equipment for each of the **four** types listed above
- choose at least **three** factors to consider for each type of equipment
- consider the selection and rejection of each type of equipment
- include a range of examples to support your evidence.

You should demonstrate your ability to draw upon relevant skills, knowledge and understanding from Unit R018.

Total marks for Task 1: 24 marks

Task 2 – Nutritional requirements for children from birth to five years

All of Learning Outcome 3 is assessed in this task.

Following your visit to the baby and child exhibition you have been asked by an early years practitioner to produce some resources that could be used by staff working at the re-equipped nursery. The resources should be focused on the nutritional requirements for children up to 5 years. You may present these resources in any suitable format (e.g. booklet, leaflet).

You must:

Produce resources in your own words, to include:

- the nutritional requirements for children at each stage:
 - 0–6 months
 - 6–12 months
 - 1–5 years
- the functions and sources of nutrients for children up to 5 years
- the micro and macro nutrients and other dietary needs (fibre and water)
- Eatwell guide, government guidelines relating to making healthy choices.

Total marks for Task 2: 15 marks

Task 3 – Practical feeding solutions for children from birth to five years

All of Learning Outcome 4 is assessed in this task.

The early years practitioner managing the re-equipped nursery has asked you to use your knowledge gained from Task 2 to plan and carry out **one** of the tasks below:

In your practical demonstrations you must choose **one** of the following tasks.

EITHER

Task A

Investigate feeding options for breastfeeding mums planning to use the nursery while they are returning to college to study. Compare breastfeeding, bottle feeding and a combination of the two to enable them to make informed choices for their situation. You should also make a bottle feed suitable for a 0 to 6 month old baby.

You must:

- consider nutrition and **two** other factors in your investigation
- list the resources required to make the bottle feed
- make a bottle feed following appropriate hygiene practices
- produce information materials to include:
 - a nutritional analysis
 - a comparison of all three feeding solutions (breast, bottle and combination feeding)
 - an evaluation of the task
 - a witness statement (from your teacher/assessor)

OR

Task B

Investigate the suitable foods for a 9 month old baby that has started to attend the re-equipped nursery. The baby is lactose intolerant so staff have to select and prepare suitable dishes for this particular child. Select two similar baby foods, one a homemade and the second a commercial version for comparison, that could be fed to a baby attending the nursery who is lactose intolerant.

You must:

- consider nutrition and **two** other factors in your investigation
- list the resources required to make both the homemade and commercial dishes
- make your baby food following appropriate hygiene practices
- produce information materials to include:
 - a nutritional analysis
 - a comparison of both baby foods (homemade and bought version)
 - make your baby food and prepare the commercial version following appropriate hygiene practices
 - an evaluation of the task
 - a witness statement (from your teacher/assessor)

OR

Task C

Investigate the factors the staff working at the nursery need to consider when providing a range of meals for children throughout the day. Plan and produce an attractive, healthy and well balanced breakfast that could be served to a 4 year old attending at the nursery.

You must:

- consider nutrition and **two** other factors in your investigation
- list the ingredients required to make the breakfast
- make your breakfast whilst following appropriate hygiene practices
- produce information materials to include:
 - a nutritional analysis
 - a comparison of your breakfast with the nutritional requirements for a 4 year old
 - an evaluation of the task
 - a witness statement (from your teacher/assessor)

Total mark for Task 3: 21 marks

OCR-set Assignment

Information for Teachers

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Guidance on using this assignment

1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website: www.ocr.org.uk
- 1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification gives more information on the arrangements for assessing centre assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.
- 2.3 We have estimated that it will take approximately 7–10 hours to complete all tasks. Learners would need approximately 2–3 hours to complete Task 1, approximately 1–2 hours to complete Task 2 and approximately 4–5 hours to complete Task 3. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time can be allocated between each part or individual task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.

3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers, to work through answers in detail or to detail specifically what amendments should be made.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified. It is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The nature of this assessment means that learners are free to use the format that they feel is most appropriate for the purpose and target audience for each individual task.

4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to Appendix B in the specification for guidance on the production of electronic assessment.
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

5 Scope of permitted OCR-set assignment modification

The OCR-set assignment is self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

You must not change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (Section 4 *The centre assessed units R019-R020*).

Permitted changes:

The OCR-set assignment can be modified in terms of the areas described below but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- the learner's assignment, which can be contextualised or amended to suit local needs. For example, learners could use an alternative relevant setting in the scenario. However, the alternative setting must allow the tasks to be completed as stated.
- each specific task may be appropriately contextualised to match with any permitted changes you have made to the setting in the scenario. Again, the alternative setting must allow the tasks to be completed as stated.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to modify the OCR-set assignment we strongly advise that staff responsible for modifying the OCR-set assignment and the quality assurance of it refer to the publication *Fair access by design*.

If modifications are made to the OCR-set assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can still be met and that learners can access the full range of marks.

Permitted modifications should be submitted with the amended OCR-set assignment when the candidates' work is submitted to OCR for moderation.

6 Specific guidance on the task

The tasks have been designed to enable learners to understand the key factors when choosing equipment for babies and children from birth to five years. Learners will also develop knowledge about the nutritional guidelines and requirements for children in this age group. Learners must also investigate and develop a feeding solution for **one** age group (0–6 months, 6–12 months, 1–5 years).

The work for LO1 and LO2, Task 1 and LO3, Task 2, is theoretical and must cover all age ranges, as detailed in the specification.

The work for LO4, Task 3, is assessed via an investigation and practical task, focused on **one** age range (0–6 months, 6–12 months, 1–5 years).

A witness statement, completed by the teacher/supervisor, must be included to provide evidence of the demonstration of production of the relevant feeding solution.

Witness Statement – Task 3

| | |
|----------------------|---|
| LEARNER NAME | |
| ASSESSOR NAME | |
| Date | |
| Unit | R019 – Understand the equipment and nutritional needs of children from birth to five years |
| LO4 | Be able to investigate and develop feeding solutions for children from birth to five years. |

ASSESSOR FEEDBACK – please give detail of how learners have met the criteria for the grade awarded.

| Demonstrating the production of a relevant feeding solution (0–6 months, 6–12 months, 1–5 years) | | | | | | |
|---|-----|--|-----|--|-----|--|
| Please tick | MB1 | | MB2 | | MB3 | |
| Assessor comments | | | | | | |

| AREAS FOR IMPROVEMENT/GENERAL COMMENTS |
|--|
| |

RECORD OF QUESTIONS/ANSWERS (can be used where applicable)

| | | | |
|----------------------------|--|--------------|--|
| ASSESSOR QUESTION 1 | | | |
| | | | |
| LEARNER RESPONSE 1 | | | |
| | | | |
| ASSESSOR QUESTION 2 | | | |
| | | | |
| LEARNER RESPONSE 2 | | | |
| | | | |
| ASSESSOR QUESTION 3 | | | |
| | | | |
| LEARNER RESPONSE 3 | | | |
| | | | |
| ASSESSOR SIGNATURE: | | DATE: | |
| LEARNER SIGNATURE: | | DATE: | |