

CAMBRIDGE NATIONALS

Moderators' report



CHILD DEVELOPMENT

J818

R019, R020 Summer 2019 series

Version 1

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Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by our 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.

Unit R019, General overview

There was a significant rise in entries this series with many centres new to the specification and entering work for the first time. The effective use of the Unit Recording Sheet was mostly well executed; however, many centres did not complete the centre or candidate number or full name. Best practice was seen when centres had clearly annotated on the URS to justify the marks being given. This is crucial to support the marks being given in each learning objective.

Centres should make sure that the marks are correctly totalled on the URS sheets and that correct totals are transferred onto the OCR Interchange. A significant number of clerical errors were evidenced and action had to be taken to confirm that 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:

<https://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 marks given in the carrying out of the practical task. Circling the Mark Band on the Witness Statement or copying and pasting in identical comments for each candidate is not sufficient or appropriate.

Most centres provided the sample for moderation by securing each portfolio with a treasury tag or in some other secure way. It is suggested that plastic wallets and large folders are not used. It is recommended that the OCR set assignment scenario is included at the beginning of Learning Objective 1 and that each task is clearly identified and sign posted within each portfolio.

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

It is helpful if photographic evidence is provided of candidates undertaking the practical task and a photograph of the completed feeding solution. Full face photos should not be included.

Centres must use the OCR set assignment when undertaking R019 and that evidence is fully applied to the vocational scenario throughout each learning objective.

Synoptic assessment must be evidenced by the candidate and not the teacher.

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

Comments by LO

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

There was not a full understanding of the range of key equipment that should be addressed. All four areas in the specification must be covered for Room 1 of the nursery. In LO1.1 each of the four equipment areas must have at least three factors taken from the list of six in the specification on which to consider the items of equipment selected. Best practice would be to choose the three factors that are going to be used, supported with clear reasons for choice.

Centres should undertake this work by focusing on a child within the 1 to 12 month age range that could attend the nursery and provide items of equipment that they could use. The work could be produced as a booklet, or set of leaflets or a mixture of both, and this would help candidates to readily apply their findings to the vocational setting of a nursery. Reference to parent's needs and choices are not relevant in this context

In LO1.1 candidate must show evidence that they have included key equipment items from a wide range of examples (which constitutes at least three), for all four areas of equipment to gain Mark Band 3. An alternative way of approaching this task is that candidates select three similar types of travel systems, for example three prams for their suitability for the nursery. This approach can also be adopted with the other three areas of key equipment.

In LO1.2 candidates should produce a detailed explanation of the three factors they are considering for each type of equipment and support this with well-developed reasons. The same three factors can be used throughout LO1 and LO2. 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 to achieve Mark Band 3. Many centres did not provide evidence that included well-developed reasons for the choice of equipment selected and rejected, or just made an 'add on' / very brief vague comment at the end of their work, and in consequence could not gain access to Mark Band 3.

	Misconception	. It is not a requirement that candidates have to visit a nursery. All four areas of key equipment should have equal weighting (specification page 17).
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LO2 – Understand the key factors when choosing equipment for children from one to five years

Like LO1 there was not a full understanding of the full range of key equipment that should be addressed. All four areas in the specification must be covered for Room 2 for the nursery. In LO2.1 each of the four equipment areas must have at least three factors taken from the list of six in the specification on which to consider the items of equipment selected. Best practice would be to choose the three factors that are going to be used supported with clear reasons for choice. Centres should undertake this work by focusing on a child within the 1 to 5 years age range that could attend the nursery and provide items of equipment that they could use. The work could be produced as a catalogue, or set of Power Point presentations or a mixture of both, and this would help candidates to readily apply their findings to the vocational setting of a nursery. It is not a requirement that candidates have to visit a nursery. All four areas of key equipment should have equal weighting. Clothing and footwear can be presented as an outfit, for example, raincoat and wellingtons.

In LO2.1 candidates must show evidence that they have included a wide range of examples, which constitutes at least three for all four areas of equipment to gain Mark Band 3.

In LO2.2 candidates should produce a detailed explanation of the three factors they are considering for each type of equipment and support this with well-developed reasons. The same three factors can be used throughout LO1 and LO2. 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 to achieve to Mark Band 3. Many centres did not provide evidence that included reasons for selecting and rejection of equipment items, or just made an 'add on' / very brief vague comment at the end of their work and in consequence could gain access to Mark Band 3.

	<p>Misconception</p>	<p>Centres should make sure that candidates provide evidence that they have clearly drawn on skills, knowledge and understanding from Unit R018 to provide synoptic assessment. This is a short piece of written 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 the candidates for both LO1 and LO2. This can be undertaken as one piece of work covering both LOs.</p>
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LO3 – Know the nutritional guidelines and requirements for children from birth to five years

LO3 was undertaken with a range of evidence. Candidates gave detailed explanations of all the functions and sources of nutrients required for children 0 to 5 years of age and supported their work with appropriate examples to gain MB3. The focus should be on the 0 to 5 age range, generic information of nutrients which link to diet related diseases for example; heart disease, arthritis and type 2 diabetes are not relevant. Best practice was seen when centres had applied their evidence to the nursery scenario with the inclusion of foods and/or a menu of lunches that could be served on a daily basis.

The three stages of feeding should all be fully addressed. It was encouraging to see that some centres had successfully completed this work as a leaflet or booklet.

Government guidelines were positively undertaken with the Eatwell guide, 5 A Day and Change for Life. Centres should be aware that 3 marks only are given for Mark Band 3.

Evidence must be fully applied to the nursery setting when awarding Mark Band 3.

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

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; cost, time, practicalities/convenience. 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 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; 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. It is helpful if 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, storage, practicalities/convenience, attractive/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 awarded 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. It is helpful if 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 child. 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 awarded in Mark Band 1.

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 there should also be a conclusion. The evidence should be applied to the nursery setting. This could include the suitability of the meal to serve at the nursery. It is recommended that there is photographic evidence of the two-course meal.

All aspects of LO4 must be fully addressed when awarding in Mark Band 3. It is not just the undertaking of the practical task that is required but written evidenced to fulfil each aspects of the task as outline in the OCR set assignment and assessment criteria.

Unit R020 General overview

The effective use of URS was mixed due to several factors. Centres should make sure that the URS is accurately and fully completed. Many centres did not complete the candidate number or full name boxes. Annotation is crucial to justify the mark being given in each learning objective.

Centre should make sure that the correct totals are transferred onto the OCR Interchange. A significant number of clerical errors were evidenced and action had to be taken to make sure the candidate's 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 subject page.

It is helpful if photographic evidence is provided of candidates undertaking the play activities. However, full face photos of the candidate and child should not be included.

Centres must use the OCR set assignment when undertaking R020 and that evidence is applied to the vocational scenario.

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

Synoptic assessment must be evidenced by the candidate and not the teacher.

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.

Comments by LO

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

In LO1: 1 physical, intellectual and social development must be covered. 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 development was generally undertaken satisfactorily. Centres should be reminded that emotional development is not part of this specification and therefore should not be included.

Best practice was seen when candidates supported the developmental norms by suggesting suitable activities that volunteers at the crèche could undertake with the children, this individualised and applied the work well.

LO2 – Understand the benefits of learning through play

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 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 help volunteers to apply them in their role within the crèche. Many candidates did not produce their evidence as a presentation with notes; they just added the notes to their PowerPoint slides.

It is important that the set assignment be followed. Centres that had produced a presentation with notes often included examples of suitable activities that could be planned and undertaken by the volunteers at the crèche which provided evidence that successfully met the assessment criteria.

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 on the child with whom they will be carrying out the two play activities. This visit is vital in order to gain relevant information which should 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. Confidentiality is of the utmost importance, personal information should not be included, for example, surnames, addresses and telephone numbers. Full face photographs of the child should also not be included.

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

The types of activities need to be suitable for the age/stage of development of the child. The use of the initial visit should help the candidate to make informed choices rather than choose an activity that is simple and that the child may enjoy. Focus should include activities that meet the child's developmental norms and will positively engage the child.

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 of both activities. There should also be an explanation of the different methods of observation and recording that are going to be used.

A range of different methods of observation are not required to be explained, only the two that are being chosen to be undertaken. These could be taken from; naturalistic, event sampling, snapshot and participative. Methods of recording may include; charts, child's work, annotated photographs. Confidentiality is of the utmost importance, full face photographs of the child should not be included.

Candidates must also provide evidence of drawing on skills, knowledge and understanding from RO18 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.

	<p>Misconception</p>	<p>Some candidates are including more than one area of development. This is not required. Only one area of development is required to be selected for both play activities.</p>
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LO4 – Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years

In LO4: 4.2 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.

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

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