

Home Economics (Child Development)

General Certificate of Secondary Education **J441**

Examiners' Reports

January 2011

J441/R/11J

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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.

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Chief Examiner's Report

This was the second evidence of entries being submitted for this specification. The cohort taking this specification was relatively small. However, from this session's evidence both the controlled assessment and the paper proved accessible to all the candidates and gave plenty of opportunities for all abilities to gain positive success whilst providing differentiation. It was apparent that where teachers had a clear understanding of the new specification, the appropriate guidance and support was given to their candidates and enabled them to secure a successful result.

B011 Controlled Assessment – Short Tasks

Centres had taken up the opportunity for entering candidates for unit one (B011) in the new modular system. However it was disappointing that some of the work seen lacked originality and in many cases did not meet the demands of the specification.

Centres should be aware that to fulfill this unit, candidates are required to complete three short tasks. The focus of these tasks must be taken from the board set titles as set out by OCR which can be found on their website. Two short tasks should be of a practical nature and one should focus on an investigation. Further details on content can be found in the specification and on the OCR web site. **A number of centres changed the task drastically and in consequence the true focus was lost. There should not be major changes to the board set titles without further advice and agreement from OCR prior to the candidates embarking on the task in question.**

Centres are reminded that candidates need to undertake tasks that will illustrate a range of skills and not be repetitive in their outcomes. For example, two leaflets are not acceptable. It is suggested that seven hours per short task is a suitable time allocation for their completion. The full task title should be clearly written at the start of the work. There was evidence of too many questionnaires and results in practical tasks that were not relevant or required.

Planning

Centres need to be aware that no research is required and even if included must not be awarded credit.

Planning lacked detail and was generally over marked. Centres need to encourage candidates to work independently and not in a group, so producing individualised work for which credit can be given. Some of the work appeared to have been undertaken as a class exercise and as a result was repetitive, lacked originality and flair.

Candidates are required to produce a plan of action that is logical, concise, and which identifies the key priorities that are required to carry out their chosen task. This could take the form of a flow chart or step by step account and should be of sufficient detail that the candidate can follow it to carry out the planned work.

If a leaflet is being considered as a suitable outcome, candidates could develop a draft and/or draft plan of how the leaflet will look. This could include size, suitable fonts, and relevant content. Accurate plans demonstrating progression through the stages of working is an effective tool for delivering this part of the planning section.

Candidates should consider any safety aspects of making their identified outcome, for example; creating a book, comparisons of bought/home made baby food.

The plan must be detailed and accurate. All the necessary resources that are required to carry out the task should be included in the planning section. There was evidence of too many brief bullet pointed lists of resources. There should be clear evidence of how they will be used, especially if full marks are to be awarded.

Carrying out – Organisation

Centres must ensure that there is detailed written evidence undertaken by the candidate to support the work carried out in this section. It was pleasing that the majority of centres had included this evidence in a variety of acceptable forms. For example; photographs of candidates undertaking the practical work with additional written information, scanned pictures, diary logs, and tabulated charts highlighting not only what was planned but how this was achieved.

Candidates should follow their plans, making good use of the time available, organising their resources effectively. Evidence to support the work can take the form of a diary log, labeled photographs of the outcome, or an account of how their outcome was completed. The candidate should carry out their planned work independently and successfully. Where candidates had included a detailed plan in the planning section a quality outcome was evident.

Candidates should use a range of suitable methods when carrying out their planned work and use appropriate resources. Centres should provide relevant annotation to support the marks awarded in this section. "Excellent has worked well" is not sufficient. The use of the cover sheets should be utilized and attached to the work to show clear justification of why the marks are being awarded. These demonstrate good practice and are necessary to support the moderation process.

Outcome

The majority of outcomes were of a high quality and marked appropriately. The use of ICT to produce leaflets enabled candidates to deliver a quality outcome illustrating relevant visual quality stimulus.

It is important that the investigative task includes a range of detailed and accurate results. This may take the form of testing and comparisons culminating in a survey with appropriate conclusions. The use of ICT is strongly encouraged.

If graphs are produced they need to be relevant and the data explained. If questionnaires are used they must be relevant to the topic and only one copy as an example is required to be included with the work. Results from the questionnaire need to be shown with some reference to the task title.

Evaluation

Centres must award marks for the quality of response. Candidates are required to identify their strengths and weaknesses in all areas of the task, not just the practical outcome. They are also required to recommend ways of how to improve on their weaknesses that they have identified and draw conclusions from their work. In the Investigative Task any results that have been collated should be interpreted and linked back to the task title. All the aforementioned should be undertaken independently if full marks are being awarded. This section provides clear differentiation. High marks cannot be awarded for comments that are simplistic statements and not well reasoned judgements.

Administration

Centres must provide clear annotation on each piece of work to support the marks being awarded.

Centres must securely attach three short tasks for each candidate and clearly identify the candidate number and name on the cover sheets attached to each of the three short tasks.

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Centres should make sure that candidates clearly set out the task titles on the cover sheet in the space allocated and number each short task one, two and three and state which the investigation is.

Centres are reminded that they can upload electronic versions of candidates' work directly to the OCR repository to save printing and then sending work by post to the moderator. To do this candidates must be entered for the repository component B011/01.

B012 Controlled Assessment – Child Study

It is hoped that as centres move across from the legacy specification (1972) to the present (BO12) they become fully familiarised with the changes and requirements for delivering all elements of this unit.

Centres are reminded that to fulfill this unit candidates are required to complete one child study. Candidates are required to select one of the board set themes on which to then base the focus of their study. It is recommended that approximately 22 hours are allocated for the completion of the task. The themes can be found on the OCR website. Please consult the specification if further guidance is required.

Research

Candidates need to include a clear rationale as to why they have chosen their topic area. It is recommended that several reasons for choice are identified. Candidates need to produce their own focused task title and it is suggested that the title is written as a question. Candidates are recommended that only one area of development is chosen on which to base their study. A range of appropriate sources should be identified which could include varied types of primary and secondary research.

Initial research to explore the child's background and other relevant information can be undertaken through an interview and/or questionnaire to the parents of the child that is going to be studied. Candidates are required to carry out detailed research on the development area chosen using a range of suitable secondary sources of information. This could take the form of books/internet.

Candidates should use the research previously undertaken to then draw appropriate conclusions and explain how the task will be carried out. An action plan, flow chart, or specification can then be drawn up. Candidates must undertake the majority of this work independently and show a high level of understanding if they are awarded marks in the top band.

Candidates should produce a clear outline of the steps to be carried out in the task especially if they were awarding high marks.

Selecting and Planning the Observations

Candidates must use the research previously undertaken in the planning section to identify and produce a range of possible ideas for their observations. The research can then be collated and assessed as to its suitability. The ideas suggested should be appropriate for the age of the child. Candidates must consider and justify a range of suitable methods for their observations which link to their task title and area of development. Plans should then be drawn up, they must be accurate and detailed especially if marks are being awarded in the high mark band. Resources that are going to be used for their observations must be clearly identified. A variety of methods to record the results of the observations should be included together with clear reasons for choice. The use of ICT is recommended. The observations should illustrate different skills for example, a drawing session, cookery activity, reading, a puzzle, depending on the age of the child and the area of development being studied. Plans for each observation must be included, candidates must also state how they are going to be recorded. Sample recording sheets are recommended.

Practical observations

It is suggested that five to six observations are undertaken. Each observation should have a different focus although relate clearly to the area of development chosen. Each visit should be recorded accurately using the sheets constructed in the previous section. There must be clear evidence of each observation supported by teacher annotation to justify the marks awarded. It is advisable that candidates write up each observation after the visit so they can clearly remember what was seen and relate their understanding to the development area being studied, including their own views and opinions. This will be marked in the 'Applying Understanding to Observations' in the 'Outcomes' section of the assessment criteria.

Outcomes

Candidates must show that they have clearly understood and applied their gained knowledge to what they have observed and how it relates to their child and the area of development. Candidates should include original thoughts and opinions about their observations. Every opportunity should be taken to compare the child with others/norms. This can be in the form of sharing understanding with other peers, group work in class, or using text book norms for reference.

Conclusion and Evaluation

Candidates should produce a high quality evaluation that includes all aspect of the task. They should draw logical and relevant conclusions that relate back to their task title. They should identify and explain their strengths and weaknesses in their work and recommend improvements. If high marks are awarded a good standard of written communication throughout the whole task using specialist terms/terminology in a structured format is necessary.

Administration

Centres must provide clear annotation on the study to support the marks awarded.

Centres are advised to have dividers or clear headings between each assessment criteria.

Centres must securely attach the pages of the child study together and clearly identify the candidate number and name to the cover sheet with the task title being clearly written on the cover sheet.

Centres are reminded that they can upload electronic versions of candidates' work directly to the OCR repository to save printing and then sending work by post to the moderator. To do this candidates must be entered for the repository component B012/01.

B013 Principles of Child Development Written Paper

Although the cohort taking this paper was relatively small, the paper proved accessible to all the candidates and gave plenty of opportunities for differentiation.

Questions throughout the paper were generally well attempted.

Comments on individual questions:

- 1 (a) Most candidates correctly stated 'exercise', 'do not take drugs' and 'don't smoke'. Common mistakes were 'healthy diet' instead of 'balanced diet' and not specifying 'alcohol' when advising to stop drinking.
- Tip: Qualify the phrase 'stop drinking' with 'stop drinking alcohol'.**
- (b) All candidates could identify the correct foods from the pictures shown.
- (c) Most candidates correctly named a 'midwife'. It was pleasing to see some candidates using the term 'GP' rather than 'doctor'.
- (d) This question held the command word 'Explain', and although candidates could identify valid points, some candidates lost marks because they failed to explain how antenatal classes could help a woman expecting her first baby.
- (e) Very poorly done. Much of the terminology used was vague, eg 'money', 'support' and even 'Family Allowance'. Candidates gained good marks if they correctly identified 'free prescriptions', 'free dental care' and 'maternity pay'.
- (f) All candidates had selected the information accurately to gain good marks.
- 2 (a) (i) Candidates demonstrated their knowledge and answered this very well.
- (ii) Good marks were gained for develops 'imagination', 'creativity', 'fine manipulative skills'. However, candidates lost marks for vague statements eg 'so know what to do' and 'will learn more'.
- (b) (i) Candidates gave some good points about how a mother could prepare her three year old child for the arrival of a new baby in the family. However, more able candidates offered sensitive justifications for each named point. Some candidates gave answers as if the baby was already born and therefore could not be credited with marks.
- Tip: Teach candidates to read each question carefully before answering.**
- (b) (ii) 'Bedwetting', 'clingy' and 'hitting' were some good answers seen. Vague terms that could apply to most children were not credited, eg 'tired', 'cries' and 'won't eat'.

- 3 This question proved accessible to all candidates. Good responses were planned with some sort of mind map and as a result, answers were well balanced overall as candidates addressed both parts of the question. However, candidates should be reminded to focus on children aged 0-5 years as some candidates referred to teenagers. There were many good points why a child could be taken into local authority care, eg 'parents dead', 'child abandoned', 'abuse', 'neglect' and 'parents in prison' but candidates did not always develop these statements.

Valid ways in which divorce could affect children in a family were given, but marks were lost if they did not explain further.

Tip: Teach candidates to plan their responses to essay questions.

- 4 (a) Candidates who read the question earned good marks for the advantages to a baby of being breast fed, eg 'bonding', 'readily available', 'contains antibodies'. Candidates lost marks if they gave the advantages to a mother.
- (b) Good marks were achieved here for 'good for travel', 'saves cooking time' and 'many varieties'. Candidates who had not read the stem and question carefully made the assumption that it was referring to the advantages of giving a formula feed.
- (c)(i)-(iv) All read the data and answered well. It was pleasing to see units included in the answers reflecting good practice.
- (v) Few candidates could correctly identify rickets as the deficiency disease. Many candidates said 'for bones'. Another incorrect answer was 'anaemia'.
- (d) Most candidates could correctly name two ways of storing unused food, eg 'cover', 'put in fridge' but few could explain why each way should be followed. Some candidates did not understand that storing food in a refrigerator does not kill bacteria, but only slows down the rate of bacterial growth.
- 5 (a) (i) Candidates who had learnt their work well could correctly identify the term 'premature birth'. Many responses were vague, eg 'before due date' or 'born early'.

Tip: Encourage students to compile and use a glossary of key terms.

- (ii) Specific knowledge gained good marks, eg difficulty with 'breathing', 'sucking' and 'keeping warm', whereas vague answers that did not gain marks were trouble with 'temperature' or 'eating'.
- (b) It was pleasing to see candidates explain the reflexes so thoroughly. Weak answers often referred to a child 'learning to walk' or babies 'grabbing your fingers'.
- (c) All candidates gained marks here with some accurate answers, eg 'garden fenced', 'sheds locked', 'gates locked', 'no glass', 'no poisonous plants'. Marks were not given for 'gate closed', 'shed closed' or 'nothing sharp' without specifying.

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