

CAMBRIDGE NATIONALS

Moderators' report

CHILD DEVELOPMENT

J818

R019, R020 Summer 2022 series

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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.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Unit R019 General overview

It was evident that only a few centres had applied the adaptations. This was mainly found in LO1.1 and LO2.1 with candidates selecting two areas of equipment instead of the required four. The work that was produced was varied in breadth and depth of quality with a significant amount of candidate portfolios illustrating a high level of understanding and application to the early year's context in the Set Assignment scenarios.

Administration

The quality of administration varied this series. A substantial number of clerical errors were actioned due to missing marks on the Unit Recording Sheet for a Learning Objective and/or inaccurate totals. The Unit Recording Sheet is crucial to the moderation process and all sections should be completed fully and accurately. In some instances incomplete mark sheets with missing centre number, candidate name and number were provided.

In some cases, there was no annotation on the Unit Recording Sheet to justify the mark being awarded. It is critical that annotation is provided to support and justify the marks for each candidate and support the moderation process.

Many centres sent their sample of work securely fastened with a treasury tag, this is ideal. Some portfolios were paper clipped together or secured with a paper folder, which once opened, meant the work could become separated. The use of plastic folders and paper wallets or paper clips should be avoided.

A number of centres were delayed in uploading or posting their sample for moderation. Samples should be promptly uploaded onto the Submit for Assessment or Repository, or posted within three days of the sample request email being sent.

Work being unloaded should be clearly scanned and each candidate have their work in one folder. Numerous separate folders for each task should be avoided. Unit Recording Sheets and Witness Statements should also be included at the same time with the candidate's work.

Sources of information was mixed with many candidates including referencing in the body of the text or as a bibliography at the end. However, there were a number of portfolios which lacked any referencing in their work.

The majority of Witness Statements were individualised and had been completed with detailed comments justifying how each of their candidates had undertaken the practical task. This greatly assisted the moderation process and supported the mark being awarded.

Comments by LO

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

LO1.1 The majority of centres addressed all four areas of equipment and provided a wide range of (at least three) examples. These were in the form of three different travelling systems, for example, a pram, car seat and buggy, or three similar types of travelling systems, for example, three prams, a designer model, mass produced model and a multi carrier. Feeding, sleeping, clothing and footwear were also address in similar formats. PowerPoint presentations were the most popular way of presenting this evidence. However, the work could be produced in a booklet with the aim that the chosen equipment is for a child attending the nursery, or as a set of fact sheets.

A few centres applied the adaptations and addressed the two areas of equipment only out of the four listed. A wide range was seen which enabled candidates to gain access to Mark Band 3 if sufficient detail was given to each of the chosen pieces of equipment.

Centres should make sure that the focus of all the equipment items is appropriate for the birth to 12 month age range within the context of an early years setting, as found in the scenarios in the Set Assignments.

LO1.2 Candidates had correctly selected three factors from the six listed in the specification providing a detailed explanation as to why they had been chosen. It is best practice to set the factors out at the beginning of the LO. Most popular factors seen were, cost, safety and hygiene. The same factors can be used throughout LO1 and LO2. To gain access to Mark Band 3 candidates must clearly show they have given detailed reasons as to which item of equipment they recommend for the nursery and why they are rejecting the other two items. A number of centres had awarded MB3 marks, however, the comments given for selecting and rejecting were not developed or well-reasoned sufficiently for such high marks.

Misconception



Candidates should produce well developed reasons for rejecting items of equipment which are fully applied to the scenario when awarded Mark Band 3.

LO2 – Understanding the key factors when choosing equipment for children from one to five years.

LO1.1 There was evidence that a small number of centres applied the adaptations to this LO and only two out of the four areas of equipment had been addressed.

Most of the work seen contained all four areas. Candidates had included a wide range of (at least three) examples. These were in the form of three different sleeping items, for example, a cot, toddler bed, and futon, or three similar types of sleeping equipment, for example, three bean bags of varying sizes, materials, colours and costs. Feeding, travelling, clothing and footwear were also addressed in similar formats. A range of evidence was provided, with most candidates presenting their work in some form of PowerPoint presentation. A wide range of suitable items were usually included with comments on aspects of the design features.

LO2.2 Most candidates had selected three factors which they linked to each chosen piece of equipment across all four areas. Factors concentrated on the durability, costs and safety aspects. Candidates were most successful when they set out their factors accompanied by detailed reasons for choice at the beginning of their LO. This enabled them to focus on each individual piece of equipment and apply the factors, clearly demonstrating which they considered the most suitable for the setting and which they would reject. The evidence on these outcomes was integrated rather than seen as an additional point at the end of the section.

Misconception



Candidates should ensure that their work is of an equal weighting in depth and detail across the equipment areas.

Synoptic evidence

Candidates can produce their synoptic evidence at the end of this Learning Objective. It should be presented as a written piece of work and clearly signposted. They should draw upon skills, knowledge and understanding from Unit R018. The most popular link is safety aspects from LO5.

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

LO3.1 A wide variety of work was seen. Candidates who noticeably understood the function and sources of nutrients by applying their knowledge and understanding to the under-fives readily gained access to Mark Band 3. However, there were some portfolios where generic information related to food sources and diet related diseases that was not appropriate. For examples, osteoporosis, strokes, type 2 diabetes and high bold pressure.

LO3.2 Some most attractive leaflets and presentations were produced to address this objective. Candidates illustrated a great use of research to then display a variety of meal plans that could be used in a nursery context. These were presented attractively with pictures and food ideas that were able to show development of the chosen food products for the nursery.

LO3.3 Most centres produced at least two aspects of the government healthy eating guidelines. Change for Life, eatwell guide and portion control were the popular areas. Candidates should provide an explanation of these guidelines applying them to the appropriate age range birth to five years to gain Mark Band 3. A description warrants Mark Band 2.

Misconception



LO3.2 Candidates must make sure they address all three stages of weaning. Application to the scenario should be clearly evident if awarded into Mark Band 3.

Misconception



LO3.3 Candidates must ensure they reference any information they use, for example the 'eatwell guide'.

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

Most centres completed **Task A** an investigation into a feeding solutions for a 0-6 month old. A very small number of centres applied the adaptations and watched the making of a bottle feed where outcomes were favourable.

Candidates must cover a comparison between breast, bottle and combination feeding. It is crucial that candidates address all aspects of the task and not just focus on the making of the bottle feed. High marks cannot be awarded if elements of the written evidence are not completed fully. Two factors of the candidate's choice should be selected with clear reasons for their choice set out at the beginning of the task. These could include costs, storage, convenience and availability. Accompanying these factors a nutritional analysis should be undertaken. Candidates must show that they can fully interpret the content of the analysis which should include comparison aspects of breast, bottle and combination. Including nutritional labels and print outs without any explanation is not sufficient.

An evaluation should be comprehensive and show a high level of understanding and detailed evaluative review comments if Mark Band 3 is being awarded. Candidates must address their strengths, weaknesses from their planning and carrying out of the practical task. Suggested improvements and recommended changes should also be included. Best practice is to draw conclusions stating which feed is the most suitable for a Mum returning to work at the supermarket. Supporting comments justifying the choice should accompany the decisions.

Very few centres completed **Task B** an investigation into baby food for a 9 month old. Candidates are required to consider suitable baby foods for a 9 month old. They are required to choose a homemade version and compare it with two bought varieties or investigate baby food for a baby who is lactose intolerant. The latter was not attempted this series.

The task must include two factors which should be selected by the candidate and supported with detailed reasons for choice. These could include costs, storage, convenience or time implications. A list of all the resources to be used should be listed. Candidates should make the homemade version and compare it with the two bought versions.

In addition a nutritional analysis of all three baby foods should be produced. Candidates must show that they can fully interpret the content of the analysis which should include comparison aspects of the homemade version together with the two bought similar varieties. Including nutritional labels from the bought baby foods is acceptable, however candidates must show evidence that they can fully interpret the labels to gain access into Mark Band 3.

An evaluation should be comprehensive and show a high level of understanding and detailed evaluative review comments if Mark Band 3 is being awarded. Candidates must address their strengths, weaknesses from their planning and carrying out of the practical task. Suggested improvements and recommended changes should also be included. Best practice is to draw conclusions stating which food is the most suitable for the baby. Supporting comments justifying the choice should accompany the decisions.

Task C a two course lunch for a four year old was popular with a number of centres. The other choice producing a healthy breakfast was less popular.

A variety of attractive suitable lunches that could be served at the nursery were well planned. Factors chosen ranged from portion size, costs and presentation. Detailed supporting reasons for choice were evident. Resources for the meal were listed and included quantities. Step by step planning was seen which incorporated aspects of hygiene and safety.

In addition a nutritional analysis of the lunch or breakfast was produced. However, candidates must show that they can fully interpret the content of the analysis which could include how their meal meets aspects of a 4 year olds RDV's, or eatwell guide recommendations. To access Mark Band 3 candidates must demonstrate that they can clearly understand the data and apply it to the child's dietary requirements.

An evaluation should be comprehensive and show a high level of understanding and detailed evaluative review comments if Mark Band 3 is being awarded. Candidates must address their strengths, weaknesses from their planning and carrying out of the practical task. Suggested improvements and recommended changes should be included. Best practice is to draw conclusions stating how their meal would meet the dietary requirements of the 4 year old child and be suitable to be served at the nursery. Candidates could also refer to their factors set out at the beginning of the task.

Individual Witness Statements must accompany all practical tasks. A variety in quality and content was seen, with some excellent detailed comments focusing on how organised the candidate was in carrying out the task. In addition how they followed hygiene practices including examples, time keeping, and independent working was mentioned.

A brief 'well organised' is not sufficient. Similar comments that are 'cut and pasted' across all the candidates' statements is not acceptable.

More centres used the question and answers at the back of the Witness Statements to discuss the aspects of LO4. These were then used positively by candidates when completing their evaluations.

Misconception



LO4 A step by step plan of how to make the bottle feed is recommended, although there is no actual mark allocation for the plan candidates can refer to hygiene practises which can be credited. It also provides candidates with a framework to follow when making the bottle feed and promotes confidence and independence.

Misconception



LO4 supporting photographic journals of the making of the practical and final photo of the completed bottle feed, baby food, lunch or breakfast is recommended. However, it is not a mandatory requirement. Confidentiality should be followed and full face photographs of the candidate should not be included.

Misconception



LO4 If candidates just make the practical task without any supporting written evidence marks should be awarded to the top of Mark Band 1.

Unit R020 General overview

Few centres used the adaptations for this unit. A small number of centres had recorded a series of videos of a child, this was excellent as the candidates' work was varied.

Candidates must be encouraged to present their work in their own words. Work that is noticeably taken from the internet and or cut and pasted from other sources should be avoided and cannot be awarded high marks.

Emotional developmental norms should not be included as they are not part of the specification or marking criteria.

The Set Assignment should be used and followed throughout each of the tasks. Application to the scenarios should be considered. The materials created by candidates should be aimed at the target group; volunteers at the crèche or new staff at a playgroup.

Any photographs of the observed child that are included must adhere to confidentiality and safeguarding procedures, full faces should be avoided. Any personal information on the family should never be included.

The quality of administration varied considerably, A substantial number of clerical errors had to be actioned this series due to missing marks on the Unit Recording Sheet for a Learning Objective and/or inaccurate totals.

The Unit Recording Sheet is crucial to the moderation process and all sections should be completed fully and accurately. Numerous incomplete mark sheets were seen which lacked centre numbers, candidate names and numbers.

In some cases, there was no annotation on the Unit Recording Sheet to justify the mark being awarded. It is critical that annotation is provided to support and justify the marks for each candidate and support the moderation process.

A number of centres were delayed in uploading or posting their sample for moderation. Samples should be promptly uploaded onto the Submit for Assessment or Repository, or posted within three days of the sample request email being sent.

Comments by LO

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

All three developmental norms, physical, intellectual and social should be addressed in detail to gain access to Mark Band 3. Tables and charts can be used to present this task, however, full sentences must be included and norms supported with appropriate examples across the age range. To gain top Mark Band 3 candidates should ensure that the breakdown of the three developmental norms during the first year is narrow. For example, 3, 6, 9 weeks then 4, 6, 9 months. Greater detail is seen where candidates focus upon each norm individually across the whole age range rather than the three norms together.

Bullet points should be used with caution as they rarely provide sufficient depth and detail to access top of Mark Band 2 or into Mark Band 3.

Application to the scenario in the set assignment should have the aim that the volunteers at the crèche or new staff at the playgroup can gain a greater understanding of these norms. Best practice is seen where examples of suggested activities that could be carried in the early years setting by volunteers and new staff are included. This demonstrates application and individualises the candidates work.

Candidates should produce evidence that is of equal weighting across the three norms.

Misconception



LO1 Templates and writing frames should not be given to candidates. They should create their own if they wish to use for presenting their work.

LO2 – Understand the benefits of learning through play

This learning objective focuses on the benefits of learning through play. It is important that the task as outlined in the Set Assignment is used in conjunction with the specification and the marking criteria on the Unit Recording Sheet. This will ensure that the candidates fulfil the requirements and meet the criteria. Candidates should produce the information in their own words, in the form of a presentation with notes that could be given to the volunteers, or as a set of fact sheets to present to the new staff at the playgroup.

Work was seen in a variety of presentations, most candidates produced their work as a slideshow with each slide being followed by notes. Where candidates scored highly, examples had been included of activities that the volunteers could try in the crèche setting.

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

A very small number of centres applied the adaptations and planned one activity. Most had planned the initial visit and subsequent activity with a child face to face rather than virtually.

Most centres undertook this task well and achieved highly. Excellent initial visits were planned and carried out. The information gained then used to plan appropriate play activities for the chosen child. Those that had a child in mind undertook some excellent initial assessments and linked their activities to good effect.

An initial observation is crucial to enable the candidates to then make informed choices on suitable play activities around one area of development. Best practice is seen where candidates design a short set of questions to ask the parent/carer during the initial visit. The milestones that the child has reached should be included. This is recommended as it is helpful after the activities have been undertaken, as they can be revisited when comparing the child with the developmental norms in learning objective 4.

It is expected that to gain Mark Band 3 candidates will have clearly shown that they have used their initial visit to inform their planning of both activities.

Clear and detailed plans for each of the two activities should be produced, addressing the key areas as listed in the specification on page 28 and in the Set Assignment on page 16.

Candidates should select the methods of observation and recording they are going to use. Reasons for their choice should be included.

Synoptic assessment should be addressed by the candidate with written evidence drawing on skills, knowledge and understanding from the examined Unit R018. For example, in LO3 conditions for development and LO5 safety considerations.

Misconception



LO3 Only one area of development is required to be chosen for both planned play activities.

Misconception



LO3 Confidentiality of the child is of the utmost importance, personal information should not be included. For example, surnames, addresses and email contacts. Full face photographs of the child should not be included.

Misconception



LO3 Small group of candidates can use the same child to observe if they cannot locate one of their own. However, the planned activities and subsequent observations would be completed independently with all written outcomes individualised.

Misconception



LO3 Synoptic links must be clearly produced as a written piece of work.

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

LO4.1 Observation and recording methods undertaken for the activities should be used to produce comprehensive records. Comparisons with expected norms should be explained in detail and supported with balanced reasoning and a wide range of examples.

A limited number of candidates gave reasonable accounts of comparisons to norms that focused on the development area rather than a descriptive account of what the child did during the activities. Candidates that could clearly illustrate the comparisons of their child with that of the developmental norms for that age achieved high marks. Using the knowledge gained from LO1 and the initial visit supports candidates with this aspect of this task.

However, there was a significant number of candidates that did not have an understanding of where their child had reached a particular norm and in consequence could not make any appropriate comparisons.

LO4.2 A variety of quality and content was seen this series. An evaluation that addresses the strengths, weaknesses and suggests areas for improvements is required. Justification of any recommendations and changes should be evident.

Simple descriptive accounts of what took place is not sufficient and meets Mark Band 1 criteria.

Candidates should show a clear understanding and interpretation of what has taken place during the activities. Opinions and views should be detailed and drawn together with a conclusion.

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

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