

CHILD DEVELOPMENT

Moderators' report

INCLUDED ON THE
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in Child Development

J809

For first teaching in 2022 | Version 1

R058-R059 Summer 2024 series

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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 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 comment on the quality of centre assessment decisions against individual Learning Objectives. The 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 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.

Online courses

We have created online courses to build your confidence in delivering, marking, and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

Please note, the content for this report is based on candidate work submitted in the June 2024 series. It is possible that not all units are covered within the report, however candidate style work and candidate exemplars from the 2023 series are available for all internally-assessed units on Teach Cambridge.

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

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You can access all our online courses from our teacher support website [Teach Cambridge](https://www.teachcambridge.org).

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Unit R058 General Overview

Many centres used presentations or word-processed documents to present their work. Candidates who did well in this unit had met all the requirements of the assignment and produced evidence that was relevant and fully applied to the scenario. For example, Task 1 included three pieces of the same changing or outdoor play equipment suitable for a 2 to 3 year old and applying the three correct factors. Task 2, the plans of a feeding area had evidence that included seating for 12 children, clearing away station, cupboards to store utensils and cleaning materials. Evidence that linked preventing accidents within the specific area, enabled candidates to apply their knowledge and understanding to the context. The work produced was in a format that could be presented to the nursery manager.

The two formula milks were addressed, with a clear focus on the nutritional needs and why these two formula milks were required by some babies 0-6 months. Choices for a packed lunch were varied and appropriate. The content and nutritional information of the two-course packed lunch was explained well and applied to the 2 to 3 year old and their nutritional requirements. Government guidelines included examples of the Eatwell Guide, 5532 and 5 A Day.

Most centres undertook the making of the bottle feed. Strong plans were seen when all the key points listed in the task had been comprehensively addressed. Hygienic and safety aspects were either included within the plan or as separate sections.

Photos of the making of the bottle feed or packed lunch were clearly annotated illustrating how the practical task was undertaken together with following hygiene and safety practices.

The Teacher Observation Record (TOR) is a mandatory requirement, and most were individualised and detailed, clearly demonstrating how each candidate has performed. Both the teacher and candidate must sign the TOR.

The evaluation of the bottle feed or packed lunch had been reviewed in detail with areas of strengths, weaknesses addressing both the preparation and planning. Suggestions and recommendations of any changes or improvements had been included.

Most candidates included their sources of information throughout the body of the text or as a bibliography at the end of each task or portfolio.

Comments by Task

Task 1 – Choose essential equipment for Little Pal's Nursery

Outdoor play area was the most popular choice. Candidates were able to select and comment on the identified factors cost, design and durability for three pieces of equipment. The level of explanation was generally undertaken well. They were less confident in selecting and rejecting their equipment items in relation to cost. Most candidates considered the age range and playgroup scenario.

Assessment for learning



Task 1, the age of the child, as well as the three factors, should be clearly applied to each of the three selected pieces of equipment, when selecting and rejecting each item.

Misconception



Task 1 the essential equipment items being chosen should not be a consumable item. For example, disposable nappies.

OCR support



Topic Area 2 provides examples of equipment that can be useful to refer to when covering the teaching in preparation for Task 1.

Task 2 – Identify and prevent accidents in Little Pal's Playgroup

Plans produced by candidates varied from basic layout of chairs, table and clearing away stations to those which had detailed annotation or colour coded keys with comprehensive discussions. All candidates could plan an appropriate layout, explaining a range of hazards and how they could be avoided with careful positioning of equipment thus creating a safe environment. Where candidates did well, relevant knowledge and understanding had been applied to the design plans for a feeding area. The work was then supported with a comprehensive justification on the prevention of accidents for the 2 to 3 year old in the specific feeding area. Less successful candidates produced generic research, which was not in their own words, and which had little application to the context of the feeding area or age of the child.

Misconception



Task 2 the focus of the task should be on the scenario and area as set out in set assignment. Reference to kitchens and the equipment that would be located in a nearby area is not required. For example, ovens, fridge, microwaves, fridge magnets, toilets, and staff room. Generic research, taken from the taught content on childhood accidents, without any application to the feeding area and age of the child is not relevant and should be avoided.

Task 3 – Recommend healthy meal choices

Most candidates had selected the two correct milk formulas, lactose free milk and goat milk. Candidates who did well on this task described in detail how the milk met the nutritional needs of a baby from birth to six months old.

Candidates were able to select and describe their recommendations for a packed lunch for a 2 to 3 year old. Candidates did well in this task when they were able to link their packed lunch meal choices with the nutritional needs of a 2 to 3 year old.. One method that candidates used to show direct links between ingredients and nutrients was in a table.

The more successful candidates demonstrated accurate knowledge of the nutrient's importance to the child, and then explained how their chosen meal met with government guidelines.

Less successful candidates produced generic nutritional information which was not applied to the age of the child.

The British Nutritional Foundation and NHS websites are excellent resources for this task.

Misconception



In Task 3 the focus should be on the two specific milk formulas. The advantages and disadvantages of each of the two milk formulas is not necessary and the focus is on how these formulas meet the nutritional needs of babies 0-6 months.

Generic research on breast feeding is not required.

The chosen two course meal should not relate to adult dietary related diseases. For example, cancer, osteoporosis, heart attacks and high blood pressure.

Assessment for learning



How meal choices meet the needs of the child can be supported with Recommended Daily Amounts (RDA's) and the Eatwell Guide. The [NHS](#) and [British Nutritional Foundation](#) websites are useful resources.

Task 4 – Plan, prepare and evaluate a feed or meal choice

Most candidates prepared a bottle feed although a significant number undertook the packed lunch. Equipment, ingredients, and quantities were included for both the feed and the packed lunch. Portion size was a commonly used example when explaining about Government dietary recommendations.

Centres took photographs and these were annotated to successfully demonstrate the step-by-step process. Candidates had a clear understanding of safety and hygiene practices. Detailed individualised Teacher Observation Records supported candidates carrying out of the practical task.

The evaluation was sometimes the least successful part of Task 4. Where this was the case candidates provided a limited review using generic comments, or a written description of how they completed the practical task. Often the preparation of the feed was the focus of the task without reference to the planning. General comments were produced with little substantiation.

Misconception



There are a number of strands within the marking criteria for Task 4. Candidates who undertake the practical task without any or little written work and have a Teacher Observation Record can gain some credit and achieve Mark Band 1, if 'best fit' is applied.

OCR support



More information on the use of 'best fit' approach to marking can be found in section 6.4.1 of the [specification](#).

Unit R059 General Overview

A significant number of centres presented their work as presentations; however this format can sometimes restrict the content. Candidates who produced strong responses had followed the set assignment and addressed all elements of each task and produced content that was relevant and fully applied to the scenario as set out in the assignment.

For example, included researching the expected physical, intellectual, and social development norms for a child aged between 3 to 4 years, using examples to support this evidence. Observations had been undertaken with the correct age range and focused on physical development. Many candidates had used one of the OCR observation templates available on Teach Cambridge, this supported the information being recorded. Explanations of the method chosen were clear and included reasoning for the method selected. Sometimes candidates found comparing what they had observed with the expected norms for physical development a challenge. Expected norms for the 3-4 year old child were addressed with clear points on physical skills with examples given for gross motor and fine motor skills which were then referred to in the evaluation, linking to what had been seen during their observation. Most candidates were able to explain why they had chosen the activity, and some could give benefits to the child. Candidates' plans were strong when they had addressed all seven headings in the Set Assignment. Stages and types of play were completed with varying outcomes..

Feedback was gathered from a range of sources, for example, parents of the child being observed, peers and nursery staff. Some candidates prepared a small questionnaire and included an example of the completed questionnaire/interview. Strengths and weaknesses of the planning were addressed in some detail and included suggestions for changes. Candidates that did well used their feedback to add to their own reflections rather than make generalised comments.

Comments by Task

Task 1 – Observe a child aged 3-4 years and compare them to the developmental norms

Most candidates researched information on physical, intellectual, and social development norms for the 3 to 4 year old. All included examples some of which were detailed. In this series evidence was often presented in a tabulated format and was found to have sufficient detail to meet the appropriate mark bands. Strong responses included detailed explanations and reasons for their choice of an observation method and used an OCR template to record the observation. This also supported the appropriate information being recorded. Candidates performed well when they had considered the stage of development the child had reached in the area of physical development and then compared it to the expected developmental norms for their age. Examples had been included to support the comparisons and the work was undertaken in their own words.

Candidates were less successful when their research on physical, intellectual, and social development norms was presented as bullet points. Generic information was also given on the observation and recording methods taken from the taught content without any application to the scenario in the Set Assignment. Where they did not explain if their child had reached the expected norm for their age, did not support their work with any examples from their observations or write an explanation of the comparisons.

Misconception



Task 1 emotional development is not part of the unit and is not required to be addressed.

The developmental norms for the age of the child in the Set Assignment, 3 to 4 years old, should be the focus not 1 to 5 years of age.

Candidates are not required to research all the observation and recording methods from the taught content. They should apply their understanding by selecting the one they consider is the most suitable and then provide detailed reasons for their choice.

Permission letters for the candidate to observe a child are not required to be included in the portfolios and should be retained in the centre.

Assessment for learning



When delivering the taught content on observation and recording methods, candidates should be aware that they are required to apply their knowledge and understanding from these topic areas to the scenario in the Set Assignment. The context, development area and age of the child should be considered.

Assessment for learning



If it is not possible to observe a child in person, the observation could be completed remotely (for example, live or recorded). Students could also watch a publicly available video, but you must make sure that the video is appropriate before the student completes the activity.

Task 2a – Plan a suitable play activity

Strong responses were provided when candidates were able to use the findings from their observation to explain why they had chosen the play activity. The stage and type of play were considered in full and explanations were given in the candidates own words and applied to the activity planned. Benefits to the child were successfully undertaken when they were linked back to the observation and areas identified for the reasons behind the activity. When the seven sub headings from the criteria were used, clear and comprehensive plans were created.

Less successful responses focused on descriptions about all the types and stages of play which were not always relevant or linked to their chosen activity. Candidates planned a general activity on physical development, without considering the needs of the child from their observation. For example, instead of choosing an activity to help improve a weakness of physical development they observed, an activity was focused on an area of physical development without any consideration for their child. Plans lacked detail especially with regard to timing, resources and how the activity will be introduced to the child.

Misconception



Task 1 candidates are not required to research all the types and stages of play from the taught content as not all are appropriate.

Assessment for learning



When delivering the taught content on types and stages of play candidates should be aware that not all the types and stages are relevant to all three developmental norms and across the 1 to 5 year age range.

Task 2b – Plan and evaluate a suitable play activity

The use of feedback is crucial to successfully completing this task. Consideration of aims together with evaluative comments on areas of success, strengths and weaknesses of the planned activity should be addressed in detail. Suggestions for any changes or recommendations for improvements should be considered. The findings from the feedback should be used as part of the candidate's own self-reflection.

Candidates that did well, fully used the findings from their feedback and when self-reflecting, reviewed their aims, and included examples to support their review on all the aspects their planning. Where conclusions had been drawn.

Less successful candidates did not consider their aims. Suggestions for any changes were limited. Feedback had been gathered however; this was not always reflected upon within their evaluation. Descriptive accounts rather than evaluative comments were produced.

Misconception



Task 2b candidates are permitted to carry out their planned activity with the child. However, the evaluation and self-reflection must be only on the planning and not the carrying out to meet the marking criteria.

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Online courses

Enhance your skills and confidence in internal assessment

What are our online courses?

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Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

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If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

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All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the course **Essentials for the NEA**, which describes how to guide and support your students. **You'll receive a certificate which you should retain.**

Following this you can also complete a subject-specific **Focus on Internal Assessment** course for your individual Cambridge Nationals qualification, covering marking and delivery of the NEA units.

We have also created subject-specific **Understanding the examined unit** courses that provide a wealth of information to support you with the delivery, assessment, and administration of the examined unit. The courses outline the assessment structure, including details on synoptic assessment, performance objectives and command words for your Cambridge Nationals qualification. Working through the course, you have an opportunity to interact with resources developed to support the exam, in particular candidate exemplars and mark scheme guidance. The final section covers details on administrative requirements, including assessment opportunities, entry rules and resits.

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