

CHILD DEVELOPMENT

Moderators' report

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KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in Child Development

J809

For first teaching in 2022 | Version 1

R058-R059 Summer 2025 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 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.

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Unit R058 General Overview

The majority of candidates were able to gain full access to all aspects of this unit. Each of the tasks in the set assignment had been addressed with varying degrees of success.

Candidates presented their work in a variety of ways which included presentations, word processing, fact sheets and booklets. A small number had handwritten their evidence.

Candidates who produced strong responses throughout their portfolios had followed the set assignment addressing all elements of each in a concise manner. Those candidates who did well in this unit had met all the requirements, the content was relevant and fully applied to the scenario, as set out in the assignment. This included three pieces of the same feeding or indoor play equipment suitable for a 2-3 year old and applying the three correct factors, cost, design and safety. Suitable pieces of equipment had been researched using different online shops and the age of the child had been considered. Those candidates that produced strong evidence had clearly identified and justified the reasons for selecting and rejecting each piece of equipment. They had applied each of the three factors and the age of the child when completing this aspect of the task.

There was evidence of plans of a changing area in a separate room with a baby changing unit and two small toilet cubicles for toddlers who are on their toilet training journey. The design also included two handwashing sinks and a bin for disposing of nappies.

Supporting evidence linked to preventing accidents in the specific changing area enabled candidates to apply their knowledge and understanding to the context of the scenario. The work was in a format that could be presented to the nursery manager. Candidates that did less well produced a range of generic research on children's accidents with little application to the specific changing area as set out in the task. Many of the accidents were not relevant to the context of the scenario, for example, drowning in outdoor ponds, burns from an oven and cuts from kitchen knives.

The two formula milks, anti-colic and hungry, were addressed focusing on the nutritional needs of why these two formula milks were required by some babies 0-6 months. Choices for a breakfast and snack were wide-ranging and appropriate. Those candidates that provided strong evidence applied their chosen breakfast and snack to the 2-3 year old and their nutritional requirements. The nutritional data of the chosen breakfast and snack items was well explained and applied to the age of the child. Government guidelines included examples of the Eatwell Guide, British Nutrition Foundation healthy guidelines, 5532 and 5 A Day. Those candidates that did less well produced a range of nutritional information not applied or related to their chosen breakfast and snack or the age of the child.

Most centres undertook the making of a bottle feed. Plans were detailed and in a step-by-step guide which was easy to follow enabling candidates to work independently when carrying out the practical task. Strong plans were seen when all the key points listed in the task had been comprehensively addressed. Hygienic and safety aspects were included within the plan or as separate sections.

Photos of making the bottle feed or breakfast and snack were clearly annotated illustrating how the practical task was undertaken, 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. The TOR must be signed by both the teacher and candidate. Copying and pasting similar comments for each candidate must be used with caution as the TOR must be individualised.

The evaluation of the bottle feed or breakfast and snack 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. Those candidates that had presented strong evidence focused on both the preparation and planning of the practical task. Those candidates that did less well focused on just the preparation.

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 Mini-Me Parent and Toddler Group.

All candidates were able to access both parts of this task. There was a balanced split between feeding and indoor play. Candidates were able to select and comment on the identified factors cost, design and safety. The level of explanation was generally undertaken well. Candidates were less confident in selecting and rejecting their equipment items, covering safety in detail rather than the other two factors. The age range and playgroup scenario were considered by most candidates. Those candidates that produced strong evidence focused on each of the three factors and the age of the child when selecting and rejecting each piece of equipment. Using subheadings for each of the three factors enabled candidates to fully review each piece of equipment.

Misconception



Three different types of indoor play or feeding is not required. The selected items of equipment should be similar, for example, three types of divider feeding plates, or three different indoor slides.

Task 2 – Identify and prevent accidents in Mini-Me Parent and Toddler Group.

There was a variety in the quality of work produced. Many candidates produced research on childhood accidents taken from the taught content which demonstrated little understanding or application to the context of the scenario.

Plans were often comprehensive with candidates being able to show the correct elements from the changing area in engaging and detailed plans. These were either hand drawn or in a digital format. Candidates that produced strong plans included detailed annotation or colour coded keys with comprehensive justification. .

Those that did less well included a basic plan with little or no items as set out in the scenario or areas / items that were not part of the task for example, cloakrooms, kitchens and play areas. Most candidates explained a range of hazards and how they could be avoided thus creating a safe environment. Where candidates did well, relevant knowledge and understanding had been applied to the design plan of a changing area. The work was then supported with a comprehensive justification on the prevention of accidents for the 2-3 year old in the specific changing area. Less successful candidates produced generic research, which was not in their own words, and which had little application to the context of the changing area or age of the child. RoSPA.com is a useful website to support this task.

Misconception Task 2 Identifying and preventing accidents



The focus of the task should be on the scenario and area as set out in set assignment.

Reference to areas not stated in the live set assignment task for example, kitchens and play areas and the equipment that would be located in that space are not required.

Generic research, taken from the taught content on childhood accidents, without any application to the changing area and age of the child is not relevant and should be avoided. For example, cloakrooms, outdoor play areas and staff room.

Risk assessments that are generic and not applied to the task should be avoided.

Key point call out Task 2 plans

In some instances hand drawn plans were very difficult to see accurately once uploaded electronically. For future submissions candidates should consider how they could present their design plans to make sure they are clear when they are uploaded.

Task 3 – Recommend healthy meal choices.

All candidates had selected the two correct milk formulas, anti-colic and hungry baby milk. The term comfort milk was also accepted. Candidates who did well on this task outlined how they met the nutritional needs of a 0-6 month old.

Candidates were able to select and describe their recommendations for a breakfast and snack for a 2-3 year old. There was a strong understanding of healthy eating guidance. Candidates who performed strongly were able to link their breakfast and snack choices with the nutritional needs of a 2-3 year old.

Less strong evidence was seen when candidates only researched the breakfast and not the snack.

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. For example, dietary related diseases, high blood pressure, cancer, heart disease, osteoporosis and type 2 diabetes.

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

Misconception – Task 3 Formula milks



Research on breast feeding and stages of weaning is not required as it is not part of the marking criteria.

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 as the focus is on how these formulas meet the nutritional needs of babies 0-6 months.

Misconception

The two healthy meal choices should not relate to the nutritional requirements of adults. Both elements of the healthy meal choices should be considered, not just the breakfast.

Key point call out – Task 3 Government guidelines

It is sufficient that candidates research at least two government guidelines.

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

A significant number of candidates prepared a bottle feed. A number of centres did undertake the breakfast and snack. Equipment, ingredients and quantities were included; however, better signposting would be beneficial in some work to make it clear these had been included. Some candidates specifically referred to the quantities of formula needed for a baby aged 0-6months old.

Candidates that did less well did not include a list of equipment, ingredients or quantities.

Most 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.

Candidates were less successful when undertaking the evaluation. Limited review with superficial comments or a description of how they had completed the practical task was identified. Often the preparation of the feed was the focus of the task without reference to the planning. Some comments were general with little substantiation.

Key point call out – Task 4 Teacher Observation Records

Teacher Observation Records (TOR) must be individualised for each candidate.

Misconception – Task 4 Plan prepare and evaluate a feed or your meal choice.

Candidates who undertake the practical task without any or little written work and have a Teacher Observation Record can gain some credit. Mark Band 1 can be achieved.

Key point call out – Task 4 Confidentiality

Full face photographs of candidates carrying out their practical task should not be included, as confidentiality is of the utmost importance.

Unit R059 General Overview

All candidates were able to access each task within this unit to varying degrees of detail and success.

Work was presented in a number of different platforms and those that produced strong evidence used a variety of different ways to present their work. For example, presentations, booklets and word-processed prose.

Candidates who did well had followed the set assignment and addressed all elements of each task. They had met all the requirements, and the content was relevant and fully applied to the scenario as set out in the assignment. This included researching the expected physical, intellectual and social development norms for a child aged between 1 to 2 years. A range of examples were included to support this task. Strong evidence was seen when candidates had used a variety of sources of information and put it into their own words and included relevant examples applied to the early years setting.

Where candidates did well, they had applied their research for physical, intellectual and social developmental norms when choosing an observation method.

An observation method was chosen and reasons for its suitability were provided. 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 appropriate information being recorded. Those candidates that created their own observation method template did less well than those who used one of the OCR versions. Non-participative observations were a popular choice. Explanations of the method chosen were clear and included reasoning and justifying why it had been selected. Most candidates had observed a child in person. Those candidates who observed a child remotely also had a strong and positive outcome. Many candidates used video recordings of their observations.

Many candidates researched all the observation and recording methods from the taught content rather than choosing one method and explaining the reasons for their choice.

Candidates were challenged with producing a comparison of what they had observed and the expected norms for physical development. Expected norms for the 1-2 year old child was addressed with clear points on physical skills with examples given for gross motor and fine motor skills. Following the observation the candidates were able to identify the stage of physical development reached by the chosen child.

Most candidates were able to explain why they have chosen the play activity, and some could give benefits of the activity to the child. Candidates' plans were strong when they had clearly signposted all the aspects of the planning and addressed all seven headings in the set assignment. This enabled structured, relevant and clear planning. Stages and types of play were completed with varying outcomes, often with less successful results. Those candidates that produced strong work were able to link the stage and type of play to their planned activity and included the benefits to physical development. Those candidates that did less well researched a number of stages and types of play many of which were not appropriate for the age of the child and / or physical development.

Candidates that did less well planned an activity related to social and intellectual development and / or not in the appropriate age range, for example, a mathematical challenge.

Feedback was gathered from a range of sources and included parents of the child being observed, peers and early year's professionals. Many 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. Where candidates produced strong

evidence, the feedback gained had been fully used to as part of their self-reflection and was embedded throughout their evaluations. Candidates responded effectively and critically evaluated each area of their plan, commenting in an honest and appropriate manner.

Candidates that did less well, made little use any feedback to self-reflect and made generalised comments. This is still an area for development as many centres inflated marks against the given criteria.

Key point call out – Presenting evidence



Using PowerPoint presentations for the whole unit should be avoided as this can often restrict the content on each slide thus meaning the work is not comprehensive to gain access to Mark Band 3.

Key point call out – Task 1 Age of the child



When investigating the developmental norms these can be focused on the 1 or 2 year or both.

Comments by Task

Task 1 – Observe a child and compare them to the developmental norms

Most candidates researched information on physical, intellectual and social development norms for the 1 – 2 year old. All included examples some of which were detailed. Sometimes examples of milestones or activities were often brief or basic in content.

Evidence was often presented in a tabulated format and was sufficiently detailed to meet the appropriate mark bands. The use of tables can sometimes restrict a candidate being able to provide the depth and detailed required to present comprehensive work. Sources of information had been clearly referenced throughout the body of the portfolios.

Strong responses included detailed explanations and reasons for their choice of an observation method and had used the OCR template to record the observation. This supported the appropriate information being recorded. Observations had been undertaken in a reasonable time frame for example 15 to 20 minutes. Candidates performed well when they had considered the stage of development the child had reached in 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.

Misconception - Task 1 Development norms



Candidates are only required to research the developmental norms for the age of the child in the set assignment not birth to five years.

Misconception - Task 1 Observe a child

It is not a requirement that a range of observation and recording methods are researched. Candidates should choose one observation and recording method for the child they are observing and explain the reasons for their choice.

Assessment for learning

To undertake the observation remotely centres can use a range of videos to help candidates to successfully undertake this element of the task.

Key point call out – Task 1 Age of the child being observed

If the assignment says to observe a child 'aged 2–3', this means the child observed could be a 2-year-old or a 3-year-old. The same applies for a child 'aged 3–4'; the child observed could be a 3-year-old or a 4-year-old, and so on.

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.

Task 2 – Plan and evaluate a suitable play activity

Candidates that did less well described all the stages and types of play without applying any knowledge to their observed child or developmental norm - physical.

Most candidates were able to explain the benefits of the planned activity clearly applying comments to the child for whom the activity was being planned.

Candidates that used the seven subheadings from the set assignment, when creating their plans, produced strong evidence as each area was detailed and focused.

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. Self-reflection was gained from the parent of the child being observed and / or staff in an early year setting. Conclusions had been drawn. Less successful candidates did not consider their aims. Suggestions for any changes were limited and considered as an afterthought. Limited external feedback had been gathered, often a brief comment from peers, and this was not always reflected on within their evaluation. Descriptive accounts rather than evaluative comments were produced.

Misconception - Task 2b Evaluate play activity

Candidates may carry out the planned activity with the child if they have the opportunity, however it is not a requirement for the task. The evaluation should focus on the planning not the carrying out of the activity as set out in the marking criteria.

Misconception - Administration

Centre Authentication Forms and Candidates Authentication Statements are not required to be included with the moderation sample. These forms should be retained in the centre.

Key point call out – Administration

When uploading candidate portfolios onto Submit for Assessment the candidate number should be clearly on each file. Work should be uploaded in logical sequence as one attachment rather than as numerous different tasks.

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