OCR

teachers' handbook

Version 2 July 2010

ENTRY LEVEL CERTIFICATE IN

CHILD DEVELOPMENT

R350

For teaching from September 2010

www.ocr.org.uk/entrylevel2010

Contents

Summary of the assessment units

Short Tasks

Candidates are required to submit two short tasks for assessment. Centres can choose their own task. However, there are board set tasks titles which can be used.. Each task will assess planning, practical work, outcomes, and evaluation skills. Each task has a 20% weighing (20 marks each).

Development Task

Candidates choose **one** set OCR task. The development task will assess research, planning, making, outcome, conclusions and evaluation. The Development Task has a 60% weighting (60 marks).

OCR
RECOGNISING ACHIEVEMENT

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┌─────────────────────────────────┐          ┌──────────────────────┐
│ OCR set tasks for centres to    │          │ Timetabled           │
│ select from                     │          │ Lessons              │
└─────────────────────────────────┘          │                      │
               │                              │ The total            │
               ▼                              │ number of hours      │
┌──────────┐  ┌─────────────────────────┐    │ for each Short       │
│ Teacher  │  │ Candidate Work in       │    │ Task is 7            │
│ Guidance/│─▶│ Progress                │    │                      │
│ Feedback │  │ Task introduction       │    │ The total            │
│          │  │ Task research (not in   │    │ number of hours      │
│          │  │ short task)/development │    │ for the              │
│          │  │ Task outcome            │    │ Development          │
│          │  │ Task evaluation         │    │ Task is 22           │
└──────────┘  └─────────────────────────┘    │                      │
                         │                    │ Some of the          │
                         │                    │ work, by its very    │
                         ▼                    │ nature, may be       │
              ┌─────────────────────────┐     │ undertaken           │
              │ Task authentication     │     │ outside the          │
              │                         │     │ centre, eg           │
              │                         │     │ research work,       │
              │                         │     │ testing, etc.        │
              │                         │     │ Using or             │
              └─────────────────────────┘     │ applying this        │
                         │                    │ material will be     │
                         ▼                    │ undertaken           │
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Candidate Work in Progress
Task introduction
Task research (not in short task)/development
Task outcome
Task evaluation

Teacher Guidance/Feedback

Task authentication

Timetabled Lessons

The total number of hours for each Short Task is 7

The total number of hours for the Development Task is 22

Some of the work, by its very nature, may be undertaken outside the centre, eg research work, testing, etc. Using or applying this material will be undertaken under direct teacher supervision.

Teacher Assessment and Submission of marks to OCR Moderation by specified deadlines

Submission of marks:
June series: 15 May

Guidance on the release of Assessment tasks to candidates

Choice of Assessment task

Candidates need to complete **two** short tasks and **one** development task.

The two Short Tasks are set by the centre and should be based on the specification content. A list of possible Short Tasks is included in Appendix C of the specification. The two tasks should demonstrate **different** practical skills and knowledge.

Candidates submit **one** Developmental Task chosen from a list supplied by OCR. This task will require a practical activity making an item for a child aged 0-5 years, which relates to developmental progress. The list of Developmental Tasks supplied by OCR can be found in Appendix C of the specification.

When and how to give Assessment tasks to candidates

The nature of this qualification means that candidates may embark on a Assessment task either as a short focussed activity or as a longer on–going activity. Teachers may prefer to select appropriate tasks based on knowledge of the facilities available at the centre. What is essential is that the work of candidates is 'controlled' in such a way to preserve the integrity of the qualification while allowing candidates to work safely and achieve. Support from the centre should be utilised where appropriate to enable candidates whatever ability to gain positive achievement.

Guidance on research/data collection

(a) **Authenticity control:** Candidates will complete all work for assessment under informal teacher supervision. For Home Economics Entry Level (Child Development) it is acceptable for some aspects of research and data collection to be outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined within Home Economics Entry Level (Child Development). OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken and the ability of the candidate. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. Wherever possible, the level of support given should be identified to enable candidates with special needs to positively achieve. When supervising tasks teachers are expected to:

- offer candidates advice about how best to approach such tasks

- review candidates' work, and provide advice at a general level. Teachers must not, however, provide detailed and specific advice on how the work may be improved to meet the assessment criteria

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism

- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements

- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

- Identify the level of support given to candidates.

(c) **Time control:** The time limit available to candidates to complete the assessment task is as follows:

Short Tasks - 7 hours per task (1 hour planning, 4–5 hours for practical work and outcome and 1 hour for evaluation)

Development Task - 22 hours for the task.

The work undertaken should be and supervised and marked by the teacher. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate. Where group work is undertaken, it is vital to be able to identify the individual contribution made by each candidate.

(e) **Resource control:** Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates' access to resources is determined by the centre but use of the internet must be restricted to relevant information to the task and must be correctly referenced, within any work submitted. Candidates must produce their own work and not include complete downloaded documents from the internet.

Completing the tasks

It is recommended that evidence is produced in several sessions, each focusing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn sector knowledge and develop appropriate practical skills.

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centres may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for centres to provide model answers or to work through answers in detail.

In general, candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

Guidance on the production of the outcome

Production of the outcome

Centres must keep live tasks secure and confidential at all times whilst in their possession. However, candidates may collect the results of any research or investigations undertaken and use when writing up sessions begin..

Candidates should be allowed sufficient time to complete all of the tasks. It is suggested that evidence is produced in several sessions, each focusing on a specific task within the overall task. These may be interspersed with opportunities to learn knowledge and develop appropriate practical skills

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centres may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them and that they work safely. Candidates will also need support and guidance when accessing materials provided by the centre.

Candidates may use information from any relevant source to help them with producing evidence for the tasks.

In general, candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced. Where a dataset or case material is provided, it is acknowledged that candidates in their responses will refer to situations in the assessment material but as this is fictitious this does not break any rules of confidentiality or copyright.

Task security

Candidates' work for all completed tasks must be stored securely and they should be available for moderation. It is suggested that they are returned to candidate after the last date for Enquiries about Results following the examination series in which entries for the units concerned are made.

Presentation of work

Candidates must observe certain procedures in the production of Assessments.

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the written work at the appropriate place.

- any copied material must be suitably acknowledged.

- quotations must be clearly marked and a reference provided wherever possible.

- work submitted for moderation or marking must be marked with the:

    – centre number

    – centre name

    – candidate number

    – candidate name

    – unit code and title

    – assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags.

Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Section 8 Guidance for the Production of Electronic Controlled Assessment.

Teacher guidance on task marking

Generic guidance on how to mark assessment tasks

The starting point for marking the tasks is the marking criteria within each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate.

The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives/criteria, one of the three descriptors provided in the marking criteria that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded

- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded

- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band, the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands, the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band. The amount of support given to candidates must be taken into account when marking individual tasks.

The final mark for the candidate will equate to total of 100 which is made up of short tasks (x 2) 20 marks each equates to 40% of the qualification and a development task (x 1) 60 marks 60 % of the qualification.

Unpacking assessment objectives in assessment tasks

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Recall, select and communicate

Recall and understand the knowledge defined in the specification content..

AO2 Apply skills, knowledge and understanding

Apply this knowledge when planning and carrying out tasks where they demonstrate understanding of the aims of the task, use appropriate skills, record and present evidence.

AO3 Evaluate

Draw and present conclusions from the task.

Interpretation of the assessment marking criteria

Short Tasks

Research skills will **not be** assessed and **cannot** be credited in the Short Tasks.

Sufficient work should be planned to ensure that candidates are able to **demonstrate a range of skills** (to include an appropriate outcome, this may include a practical activity) in each Short Task.

It is essential to **annotate the work fully** to support marks awarded.

For further guidance see p.24-25 in the specification.

Development Task

Guidance on Using the Marking Grids

The marking grids are divided into three bands or levels of ability. Each level also reflects the amount of teacher support that has been given.

When marking the work of a candidate the teacher should decide which level the candidate's response best fits.

Where there is a range of marks within a band or level the teacher should award an appropriate mark within that range.

Annotating the Work

Centres should annotate the candidates work clearly both within the text to show where marks for the different assessment criteria are being awarded and on the front mark sheets.

For further guidance see p.24-25 in the specification

Authentication of assessment outcomes

Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism, copying and collusion and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received by OCR using form CCS160.

Internal standardisation of assessment tasks

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of

staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

Moderation of assessment tasks

All work is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which, moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for each task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

Minimum requirements for assessment tasks

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

Submission date for assessment tasks

Candidates marks must be despatched to the Moderator and to OCR. Please refer to the OCR website for details of submission dates relevant to the current series of examinations.

Resources list

Web Sites

www.safetots.co.uk

www.ehow.com

www.booktrusted.com

www.childdevelopmentguide.com

www.enotes.com

www.supernanny.co.uk

www.raisingkids.co.uk

www.theproductshop.co.uk. (Science and Technology section)

www.ocra.co.uk.

http://bplcls-lin-01.whoc.theplanet.co.uk/index.php

www.babysecurity.co.uk

www.rospa.com/homesafety/info/equipment_schemes.pdf

www.childalert.co.uk

Leaflets/Booklets/Books

OCR Child Development for GCSE Carolyn Meggitt Hodder Education

OCR Home Economics Child Development **revised** Heinemann

Marshall J. and Stuart S. **GCSE Home Economics for OCR: Child Development** (Heinemann, August 2001) *Student Book* ISBN 0435 42052 6

Meggitt and Sunderland – Child Development, an illustrated Guide

Minett, P. **Child Care and Development** (5th edition) (Murray, 2005),

Child Development (GCSE Home Economics) Authors: Mark Walsh and Janet Stearns. Collins publishers Student Textbook ISBN 978-0-00-734271-6

Student Workbook ISBN 978-0-00-734272-3

Teacher Resource Pack and CD –Rom ISBN 978-0-00-734272-0

Stoppard, M. **Conception, Pregnancy and Birth** (Dorling Kindersley, 2001) ISBN 0 7513 3608 4

Stoppard, M. **Complete Baby Care and Child Care** (revised and updated edition) (Dorling Kindersley, 2001) ISBN 0 7513 1233

The Product Shop **GCSE Power Point Presentations** (Range of 5 from taster to PIES) Lonsdale Revision Guides

Viewtech Videos. 7,8 Falcons Gate, Northavon Business Centre, Dean Road, Yate, Bristol, BS37 5NH

Frequently Asked Questions

When can I begin this specification?

September 2010

What topics are covered in the specification?

Family and parenting

Preparation for pregnancy and birth

Physical development

Nutrition and health

Intellectual, social and emotional development

Community support

Is there a final examination?

No – the Entry Level Certificate is 100% internal assessment with external moderation.

How many specification grades are awarded?

Three:

Entry 1 = 80% target boundary

Entry 2 = 60% target boundary

Entry 1 = 40% entry boundary

How is the assessment broken down?

There are three Assessment Objectives:

AO1 28% Recall, Select and Communicate

AO2 50% Apply Skills, Knowledge and Understanding

AO3 22% Evaluate

Total 100%

How many pieces of internal assessment are required?

Three in total – 2 x Short Tasks awarded 40% of the total marks (20% each per short task).

1 x Development Task awarded 60% of the total marks

Total 100%

Do I have to use the board set titles for the Two Short Tasks?

No, the centre can choose a task title from an area of the specification. However, there are a number of suitable titles set by the board that Centres can use.

Do I have to select the Development Task from the OCR board set titles?

Yes, the development task must be selected from the board set titles, however, it can be slightly adapted to suit the needs of individual centres.

There are eight development task titles.

Do the Short Tasks and Development Task have to be undertaken under Controlled Assessment conditions?

No, they are an integral part of the learning experience.

Do candidates have to complete all of the Development Task in school?

No, research and planning can be undertaken outside of the lesson time. However, it is desirable that practical work is carried out in school and assessed by the teacher. Any support given to candidates MUST be identified when submitting work for moderation. Marking will in turn reflect any support that is given. This is particularly relevant when Teaching Assistants have been working with candidates.

Is there a practical outcome expected from each Short Task.

Yes, each short task should have a practical outcome which ensures that candidates are able to demonstrate a range of skills.

Do candidates have to provide photographic evidence of their short and development tasks?

It is a desirable method of recording evidence or work and should be included where appropriate. However, there MUST be written annotation / evidence by the centre to support the marks awarded. This is especially important for the outcomes of the tasks.

Should practical items be sent with the work for moderation?

No, if the outcome is bulky and not suitable for posting. If the outcome is a leaflet or book then it should be included with the candidate's coursework for moderation purposes.

Can a candidate submit both short tasks that demonstrate similar practical skills?

No, different practical skills must be demonstrated throughout each task that is submitted.

When will the first certification take place?

June 2011

What are the times in the school year when the certification can be taken?

There is one assessment series each year in June

Can candidates re-sit the qualification?

Candidates may enter for the qualification an unlimited number of times.

OCR Training and additional support

A full range of training events provide valuable support, for the delivery and assessment of OCR qualifications:

Get Ready…

An overview of new OCR specifications.

Get Started…

For teachers preparing to deliver or already delivering OCR specifications.

Get Ahead…

For teachers wanting to improve delivery and assessment of a current OCR specification.

Lead the way…

To encourage creativity and innovation.

View up-to-date event details and make online bookings at www.ocreventbooker.org.uk or view our new training e-books at www.ocr.org.uk/training. If you are unable to find what you are looking for contact us by e-mail training@ocr.org.uk or telephone 02476 496398.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit https://community.ocr.org.uk, choose your community and join the discussion!

Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition,

you can gain immediate free access to candidate information at your convenience. Sign up at https://interchange.ocr.org.uk